

## 1 – Week 1 definitions

**Observational drawing:** a drawing what you see in front of you as realistically and as true to life as possible.

**Continuous line drawing:** the line in a continuous line drawing is unbroken from the beginning to the end. The pen stays on the paper during the entire length of the drawing.

**Blind drawing:** blind contour drawing is a drawing exercise, where an artist draws the contour of a subject without looking at the paper.



## 2 – Week 2 definitions

**Mark making:** Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork.

**Tone:** How dark or light something is. Tone is also called shade.

**Texture:** The way a surface feels to the touch (how rough or smooth something feel. In art we use mark making to give an impression of texture.

## 3 – Week 3 definitions

**Composition:** In Art, composition is the placement or arrangement of the visual elements on your page.

**Wash:** A wash is a term for an art technique showing a semi-transparent layer of colour. A wash of diluted ink or watercolour paint applied in combination with drawing is called pen and wash.

**Monoprint:** A monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.

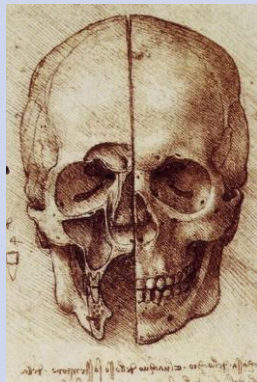
## 4 –Leonardo Da Vinci

Italian Artist – live from 1452 to 1519

This Leonardo Da Vinci drawing is from around 1510.

In common with many people at the time, he was keen to find the seat of the human soul. The spine was thought to be the most likely location.

Leonardo showed that the brain and spine were connected but never identified where the human soul lies.



## 5 – Henry Moore

British Sculptor from Yorkshire who lived from 1898 to 1986.

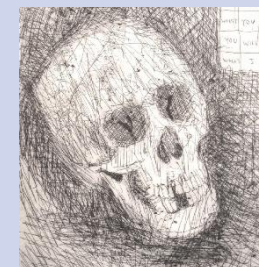
The elephant skull was in Henry Moore's studio. Moore became amazed by its complexity and its inner forms he made 49 drawings of the skull in 1969/1970.



## 6 – Damian Hirst

Damien Hirst (born in 1965) is a British artist. His art explores the relationships between art, religion, science, life and death. Skulls are often present in his work.

In 2007 he famously exhibited *For the Love of God*, a human skull recreated in platinum and decorated with 8,601 diamonds.



### 1: Working with Files

**File Extension:** a string of characters attached to a filename, usually preceded by a full stop and indicating the format of the file.

.pptx (Microsoft Powerpoint or presentation)  
.docx (Microsoft Word or word processor)  
.jpg, .png and .gif (A photo or image)  
.xlsx (Microsoft Excel or spreadsheet)



**Online Files:** Information such as images, text that can be accessed, online through apps such as social media (Facebook etc..)

### 4: Mobile Technology

**Text Message:** an electronic communication sent and received by mobile phone.

**Victim:** a person that has been harmed, miss-treated or tricked by an event or action.


**Camera:** a device for recording visual images in the form of photographs, film, or video.

**App:** an application, especially as downloaded by a user to a mobile device.

**Internet:** a global computer network consisting of many interconnected networks.

**Malware:** software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system.

### 2: Using Email

**Email:** messages delivered by electronic means through a network. 

**Computer Virus:** a piece of code or program designed to do harm on a computer

**Fraudulent:** deliberately dis-honest or deceitful to get information not yours.

**Pharming:** To mimic a valid website such as HSBC, direct users to it, to get passwords etc.

**Phishing:** Sending emails as a bank for example to get passwords, confidential data.

**Attachment:** A file or data what is sent with an email such as a photo.

**Domain:** e.g. @bbc.co.uk @google.co.uk

### 5: Don't be bullied

**Forum:** a meeting or place online where ideas and views can be exchanged.

**Chat Room:** an area on the internet where users can communicate.

**Flaming:** To engage in online argument causing personal attacks between people.

**Cyberstalking:** the repeated use of electronic communications to harass or frighten someone

**Masquerading:** to pretend or disguise yourself as someone else.

**Outing:** to reveal something about a person in a derogatory way without their permission.

### 3: Social Networking

**Cyberbullying:** the use of electronic communication to bully a person

**Scams:** information that looks genuine and is designed to steal your data.

**Hackers:** a person(s) that uses a computer to gain unauthorised access to data.

**Grooming:** Someone that builds and uses a relationship to exploit and or abuse someone.

**Paedophiles:** a person(s) who are sexually attracted to children.



**Never meet** anyone from the internet without telling someone and **TAKE A PARENT** with you.

### 6: Inform others

**Audience:** The target audience that you are aiming at for example children.

**Purpose:** Why you want to inform your audience.

**Help line:** a place someone can get in touch with or call for guidance and help, if they have experienced an issue or problem.



### 1: Origin of Pantomime

- **pantomime:** *theatrical entertainment, mainly for children, which involves music, topical jokes, and slapstick comedy which is based on a fairy tale or nursery story (usually produced around Christmas)*
- **Pantomime** developed from the Italian street theatre of the Commedia dell'arte (*comedy of the artists*) in the 16th Century, with comedic moments, stock characters and great physicality.
- Small companies toured in Italy and France, setting up in market places and fairgrounds to tell stories of the old man Pantalone, the clown Pierrot, and Columbine - the girl in love with the naughty servant Arlecchino.
- The stories involved love, magic, chases and acrobatics. From the late 1600s these characters appeared in English comic plays.

### 2: Stock Characters

- **stock character:** a character in a drama that represents a stereotype and that is recognisable as belonging to a certain genre
- **damsel-in-distress:** a young woman in trouble
- **hero:** a person who is admired for their courage, outstanding achievements, or noble qualities
- **clown:** a comic or foolish character
- **villain:** a character whose evil actions or motives are important to the plot
- **pantomime dame:** an exaggerated comedic female character in a pantomime played by a male actor
- **principal boy:** the young male protagonist of the play, traditionally played by a young actress in boy's clothes

### 3: Theatrical Skills

- **call & response:** when actors interact with an audience during a performance, often encouraging dialogue or sound effects from them
- **direct address:** speech that is directed to the audience
- **aside:** when a character speaks to the audience, and is unheard by other characters on the stage
- **the fourth wall:** an invisible, imagined wall that separates the audience from the actors
- **narration:** the action or process of narrating (telling) a story

### 4: Scriptwriting

- **dialogue:** a piece of speech
- **stage direction:** an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting
- **plot:** the main events of a play or film, devised and presented by the writer as an interrelated sequence
- **narrative:** a spoken or written account of connected events
- **format:** the way in which something is arranged or set out

## 5: Theatrical Skills: *Design*

- **Costume:** the clothing that a character wears during a performance (which must be appropriate to the time and culture in which a drama is set and to the status of the character )
- **Prop:** a portable object, other than furniture or costumes, used on the set of a play or film
- **Lighting:** designed to make the performance visible to the audience, and the method used to light the stage that will impact on the way the stage picture is perceived
- **Sound:** sounds, other than speech, that are used to contribute to the effectiveness and meaning of a performance, e.g. sound effects

## 6: Performance Skills

To ensure that you give an effective performance of a pantomime, the skills and points below should be incorporated:

- **NVC—non verbal communication**
- **vocal Skills**
- **remain in character**
- **no back to the audience**
- **Theatrical Skills (see box 3 &5)**
- **Stock Characters (see box 2)**

### Oracy Focus

**oracy:** the ability to express oneself fluently and grammatically in speech

**volume:** ensure that your voice reaches everyone in the audience

**clarity:** ensure that you speaking clearly

**pace:** ensure that your pace of speech is appropriate to your character

### Other Vocal Skills

- **pitch:** the degree of highness or lowness of the voice
- **tone:** a quality in the voice that expresses the speaker's feelings or thoughts

## 1. Terminology

**Narrator** – A storyteller. A person who gives an account or tells a story of events and experiences.  
*E.g. Darren Shan is the narrator of 'Cirque du Freak.' He explains the events that take place and tells the story.*

**Setting** - The place or type of surroundings where something is positioned or taking place.  
*E.g. The setting of Cirque du Freak changes throughout the novel; however, the most sinister setting is the Circus itself.*

**Atmosphere** – The tone or mood that comes about during a certain scene or event.  
*E.g. There was an eerie atmosphere as Steve and Darren approached the Cirque du Freak.*

**Chronology** – The order in which something happens in a story.

**Narrative arc** – The typical chronological construction of events that take place in a story. As seen in the image. A story begins with the 'exposition' (opening), the action rises to a climax, the action falls again and finally the denouement (ending where all is explained).

## 2. Vocabulary

**sombre (adj.)**– a deep seriousness or sadness  
*e.g. He looked at her with a sombre expression.*

**desolate (adj.)** – empty and bare *e.g. The desolate barn stood isolated on the hill.*

**melancholy (adj.)** – a deep feeling of sadness  
*e.g. She felt melancholy as she said goodbye.*

**eerie (adj.)** – strange and frightening *e.g. There was an eerie green glow in the sky.*

**sinister (adj.)** – a dark and nasty type of evil *e.g. Mr Crepsley drew a sinister smile upon his face.*

**stereotypical (adj.)**– a common theme amongst a certain type of idea  
*e.g. A stereotypical Gothic fiction novel would be set in an eerie and desolate castle.*

## 3. Grammar: Tense Maintenance

There are three tenses we use when completing any type of writing: **past, present and future.**

It is really important that you use the **same tense** throughout your writing.

**Past** – something that has already taken place. These sentences will usually use words such as 'went' and 'has'.  
*e.g. Steve was Darren's best friend.*

**Present** – something happening right now. This tense will usually involve 'ing' verbs and 'is' rather than 'has'.  
*e.g. Madam Octa is getting ready to pounce!*

**Future** – something that will happen. This tense will usually use 'will' rather than 'went' or 'is'.  
*e.g. Darren Shan's new book in the 'Cirque du Freak' series will come out soon – I'm so excited!*

## 4. Gothic Fiction

**The villain (usually supernatural)** – The evil character who creates problems for the heroes/protagonist.

**The hero** – The character who usually saves the day and challenges the villain.

**The anti-villain** – Gothic fiction doesn't like to keep things straight forward and therefore will often have a villain whom the readers like. They often have attractive qualities e.g. Mr Crepsley and his humour.

**The anti-hero** - The same goes for the heroes. There is often a time in the novel where the 'hero' changes sides or has some doubt in his 'goodness'.

**Setting:** In Gothic Fiction there are often lots of **haunted houses, cobwebbed castles, empty churches, and other eerie buildings**. You also see dark, cramped, and small rooms with hidden doors and secret passageways. The outside world in Gothic literature is usually portrayed as being a **dark, wild, and treacherous place** full of wrathful weather, malevolent forests, and ghostly graveyards.

## 5. Gothic Conventions

In Gothic Fiction, the below writer's methods are often used to create an eerie atmosphere:

**Foreboding:** a strong feeling that something terrible is going to happen

**Foreshadowing:** a sign or indication of something to come in the story

**Pathetic Fallacy:** the attribution of human emotion and conduct to things found in nature that are not human.

**Symbolism:** where a motif or repeating image is used to represent a deeper meaning.

**Metaphor:** a comparison in which a word or phrase ordinarily and primarily used of one thing is then applied to another

**Simile:** a comparison that expresses the resemblance of one thing to another usually using "like" or "as"

**Personification:** the attribution of human characteristics to things that aren't human

1: Animals				2: Être (to be)				3: Adjectives																																									
le animal	the pet			The verb être (to be) is a key verb in French. It does not follow a set pattern, so you need to learn all of its forms by heart. <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>être</th> <th>to be</th> </tr> </thead> <tbody> <tr> <td>je suis</td> <td>I am</td> </tr> <tr> <td>tu es</td> <td>you are (singular)</td> </tr> <tr> <td>il est</td> <td>he is</td> </tr> <tr> <td>elle est</td> <td>she is</td> </tr> <tr> <td>nous sommes</td> <td>we are</td> </tr> <tr> <td>vous êtes</td> <td>you are (plural/formal)</td> </tr> <tr> <td>ils sont</td> <td>they are (masculine)</td> </tr> <tr> <td>elles sont</td> <td>they are (feminine)</td> </tr> </tbody> </table>				être	to be	je suis	I am	tu es	you are (singular)	il est	he is	elle est	she is	nous sommes	we are	vous êtes	you are (plural/formal)	ils sont	they are (masculine)	elles sont	they are (feminine)	<b>Colours</b>		<b>Personality/ appearance</b>																					
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le chat	the cat	l'araignée	the spider					blanc/he	white	amusant/e	fun																																						
le chien	the dog	la chèvre	the goat					bleu/e	blue	bavard/e	talkative																																						
le hamster	the hamster	la grenouille	the frog					brun/e	brown	branché/e	trendy																																						
le lapin	the rabbit	la renne	the reindeer					gris/e	grey	drôle	funny																																						
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l'ours	the bear	la tortue	the tortoise	marron	chestnut	ennuyeux/euse	boring																																										
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<b>Definite article:</b> the word for 'the' changes in French depending on whether a noun is <b>masculine</b> or <b>feminine</b> : If a noun is <b>masculine</b> we use <b>le</b> : le chien (the dog) If a noun is <b>feminine</b> we use <b>la</b> : la renne (the reindeer) If a noun is <b>plural</b> we use <b>les</b> : les poissons (the fish) If a noun <b>begins with a vowel</b> we use <b>l'</b> : l'ours (the bear)																																																	
<b>4 Adjective Agreement and Position</b>				<b>5: Possessive Adjectives</b>				<b>6: Phonics</b>																																									
Most adjectives in French come after the noun that they describe. For example:  <i>un chien brun = a dog brown (a brown dog)</i>  Adjective endings match whether the noun that they are describing is <b>masculine</b> , <b>feminine</b> , singular or plural.				Possessive adjectives tell us who a noun belongs to. In English they are: <b>my/ your/ his/ her</b> etc.  In French, they must <b>agree</b> with the person or thing they are <b>describing</b> , not you or the person who they belong to.				Some letters, and pairs of letters, sound different in French to what you might expect.																																									
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1: Physical Geography of the UK	2: Geology of the UK	3: Glaciers – location and movement
<p><b>Physical</b> – This is created by nature  <b>Human</b> – This is created by people.</p> <p>There are <b>four nations</b> on the United Kingdom of Great Britain and Northern Ireland. These are England, Northern Ireland, Scotland and Wales.</p> <p><b>Three</b> of these nations are located on the largest of the British Isles, <b>Great Britain</b>.</p> <p>The second largest island, <b>Ireland</b>, is split between the <b>country</b> of the Republic of Ireland and the <b>nation</b> of Northern Ireland.</p>	<p><b>Geology</b> – This is the science of rocks and the structure of the Earth. There are three rock types. <b>Igneous, metamorphic and sedimentary</b>.</p> <p><b>Igneous Rocks</b> – These are formed by volcanic eruptions and tends to be the <b>oldest</b> type of rock. E.g. Granite.</p> <p><b>Metamorphic</b> – These are former igneous and sedimentary rock which have been changed due to high heat or pressure. E.g. Slate</p> <p><b>Sedimentary</b> - This is rock formed by the deposition of sediment (sand or clay). These rocks have layers. E.g. Limestone/ Sandstone</p>	<p><b>Glacier</b> – This are large blocks of ice that movement.</p> <p>Glaciers are found in places that are cold. These places are either at high <b>latitudes</b> or high <b>altitudes</b>.</p> <p>The polar ice caps, at the North and South Pole, are the largest. Additionally, glaciers are found across <b>mountain ranges</b>. For example there are <b>56,000</b> glaciers in the Himalayas and <b>4,000</b> in the Andes mountain ranges.</p> <p>Glaciers move due to the <b>accumulation</b> of snow at the top and the <b>melting</b> of ice at the bottom of the glacier.</p>
4: Glacial Erosional Landforms	5: Glacial Depositional Landforms	6: Human uses of glacial landscapes
<p>Glacial erosion happens due to <b>plucking</b> and <b>abrasion</b>.</p> <p>Plucking is when rock freezes onto the ice and is dragged along. Abrasion is when plucked rocks rub against the Earth’s surface.</p> <p>In cold environments weathering is mainly caused by <b>freeze-thaw action</b>.</p> <p><b>Ârete</b> - A sharp ridge which is formed between two corries cutting back.</p> <p><b>Pyramidal Peak</b> - Where several corries cut back to meet at a central point.</p> <p><b>Corrie</b> - Armchair shaped hollow in the mountain side formed by glacial erosion.</p>	<p>Glacial deposits are called <b>moraine</b>.</p> <p>Deposits at the <b>snout</b> of a glacier are called terminal moraine. Deposits at the side of a glacier are called lateral moraine.</p> <p><b>Drumlins</b> are egg-shaped hills made out of glacial deposits.</p> <p>Ice moves forward when <b>accumulation</b> is greater than <b>ablation</b>.</p> <p>The process of material being pushed downhill by a glacier is called <b>bulldozing</b>.</p>	<p>Glacial landscapes are used by humans for both for <b>economic</b> and <b>social</b> reasons.</p> <p>Glacial landscapes are popular <b>tourist</b> destinations. These unique landscapes have been <b>preserved</b> and <b>protected</b> as <b>National Parks</b>. The <b>Yorkshire Dales</b> and the <b>Lake District</b> are two example of protect areas, as a result of the dramatic geography.</p> <p>Additionally, we use glacial landscapes for <b>hydro-electric power</b> and for <b>sheep and beef farming</b>.</p>



1

- King Edward the Confessor is a sick old man and would not live long.
- King Edward the Confessor had no heir. The throne would be available for anyone with a rightful claim.
- Three people claimed the right to be the King of England when Edward the Confessor died: William the Conqueror, Duke of Normandy. Harald Hardrada, King of Norway. Harold Godwinson, Earl of Wessex.

**Key Dates:**

**1066** – King Edward the Confessor Dies.

**Language of the Lesson:**

**contender:** a contender is someone who participates in a competition.

**heir:** someone, normally a relative, who is due to inherit something.

2

- The Battle of Stamford Bridge happened nine months after King Edward the Confessor died. King Harald of Norway brought 10,000 ferocious troops to York, in the north of England.
- The successfully captured much of the north of England.
- King Harold Godwinson took Harald Hardrada's troops by surprise attack at an old bridge in Stamford.
- Harald Hardrada's troops were defeated, but Harold Godwinson's troops were exhausted from the fight.

**Key Dates:**

**25<sup>th</sup> of September 1066** – The Battle of Stamford Bridge.

**Language of the Lesson:**

**victory:** a victory is when one person or side wins in a competition.

3

- Harold Godwinson's troops defeated Harald Hardrada's army, but they were very tired.
- William the Conqueror had prepared an attack from the south coast of England. This meant Harold's troops had to march 250 miles south!
- William's army were well-rested and blessed by the Pope. This gave them a lot of confidence.

**Key Dates:**

**14<sup>th</sup> of October 1066** – The Battle of Hastings

**Language of the Lesson:**

**preparation:** getting ready for something; this can be long-term or short-term.

4

- William's troops are well rested and confident. Harold's troops are exhausted and disheartened.
- Fighting between the Normans and the English recommenced at around 12:30.
- The Normans kept attacking the English, but the English formed a wall of shields and kept beating the Normans back.
- At 15:30, William constructed a new strategy called 'a feigned retreat' where he would draw out a few of the English troops and gradually decrease their defences.
- Harold is killed in battle. This is often depicted as happening by getting shot in the eye with an arrow.

**14<sup>th</sup> of October 1066** – The Battle of Hastings

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5

- English people became known as the Saxons, but not all of them were happy that the Normans had taken over their land.
- Many Saxons rebelled and this caused Normans to build castles.
- This was an efficient way to demonstrate their authority, while at the same time constructing a defence.
- The Normans built *Motte and Bailey* castles. This allowed them to see the whole village and deal with disturbances quickly.
- Motte and Bailey castles were made up of various features including the motte, the keep, a bridge, a drawbridge, a bailey, a palisade and a moat.

**Key Dates:**

**Christmas Day 1066** – William is crowned King of England.

**Language of the Lesson:**

**defence** — to protect oneself from attack

6

- Stone castles had many similar features to a Motte and Bailey castle, but they were redesigned to make them even more secure.
- Many of the stone castles adopted a 'concentric' design. This enabled defenders to defend the keep more effectively.
- Walls were around 2.5m thick and there were slits made to allow archers to fire arrows through.
- Stone castles were more secure than Motte and Bailey castles as they were built from a stronger material and were less susceptible to breaches.

**Key Dates:**

**1070** – The first stone tower was built.

**1087 – 85 stone castles are now built in England.**

**Language of the Lesson:**

**defence** — to protect oneself from attack.

1: 8 times table	2: Integer place value	3: Decimal place value
$1 \times 8 = 8$ $7 \times 8 = 56$ $2 \times 8 = 16$ $8 \times 8 = 64$ $3 \times 8 = 24$ $9 \times 8 = 72$ $4 \times 8 = 32$ $10 \times 8 = 80$ $5 \times 8 = 40$ $11 \times 8 = 88$ $6 \times 8 = 48$ $12 \times 8 = 96$	<p><b>Digit</b> - A single symbol used to make a numeral. <i>Example: 932 has the digits 9, 3 and 2</i></p> <p><b>Integer</b> - a whole number.</p> <p><b>Place value</b> - The value each digit of a given number holds</p> <p><b>Place holder</b> - zero holds the place for a particular value, when no other digit goes in that position.</p> <p><b>One billion</b> = 1 000 000 000</p> <p><b>Rounding</b> - When we write a number to a required degree of accuracy. E.g. 543 rounded to the nearest 10 is 540</p> <p><b>Approximation</b> - A number that is not exact but close to the an actual number for it to be useful</p> <p><b>Significant figure</b> - The first digit in a number which holds the highest value. <i>Example: 3 is the first significant figure in the number 379 because it has a value of 300</i></p>	<p><b>Decimal</b> - A number containing part of a whole. <i>Example: 0.35</i>                      Decimals can be terminating or recurring. Terminating decimals have an end point <i>Example: 0.64</i>                      Recurring decimals continue to repeat. <i>Example: 0.33333...</i></p> <p><b>Decimal point</b> - Separates the integer and non-integer parts of a number</p> <p><b>Decimal place</b> - Each place value after a decimal point  <i>Example: 0.275 has 3 decimal places</i></p> <p><b>Leading digit</b> - The first digit (from the left) holding a value.</p> <p>When comparing numbers we use the following symbols:                      = Equal to                      ≠ Not equal to                      &gt; Greater than                      ≥ Greater than or equal to                      &lt; Less than                      ≤ Less than or equal to</p>
4: Median and range	5: FDP conversion	6: Fractions
<p><b>Ascending</b> - Ordering from smallest to largest</p> <p><b>Descending</b> - Ordering from largest to smallest</p> <p><b>Difference</b> - The result of subtracting one number from another  <i>Example: The difference of 8 and 17 is 9 as <math>17 - 9 = 8</math></i></p> <p><b>Greatest</b> - The largest</p> <p><b>Least</b> - The smallest</p> <p><b>Range</b> - The difference between the largest and smallest values.                      The range shows the <b>spread</b> of the data.</p> <p><b>Median</b> - The middle of an ordered list of numbers                      Median is an example of an <b>average</b></p>	<p><b>A tenth</b> = <math>\frac{1}{10}</math></p> <p><b>A hundredth</b> = <math>\frac{1}{100}</math></p> <p><b>A fifth</b> = <math>\frac{1}{5}</math></p> <p><b>A quarter</b> = <math>\frac{1}{4}</math></p> <p><b>An eighth</b> = <math>\frac{1}{8}</math></p> <p><b>Percent</b> - Out of one hundred. <i>Example: 15% is <math>\frac{15}{100}</math></i></p> <p><b>Equivalent</b> - The same value. <i>Example: <math>\frac{1}{4} = \frac{2}{8}</math></i></p> <p><b>Convert</b> - To change from one quantity to another equivalent. <i>Example: Converting fractions to percentages, <math>\frac{1}{2} = 50\%</math></i></p>	<p><b>Numerator</b> - The top number in a fraction.</p> <p><b>Denominator</b> - The bottom number in a fraction.</p> <p><b>Dividend</b> - The number that is being divided</p> <p><b>Divisor</b> - The number that you are dividing by</p> <p><b>Quotient</b> - The result of a division</p> <div data-bbox="1674 972 1955 1168" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <math display="block">\begin{array}{r} 6 \text{ --- quotient} \\ 4 \overline{) 24} \text{ --- dividend} \\ \underline{4} \phantom{0} \\ 0 \phantom{0} \end{array}</math> <p style="text-align: center; margin: 0;">↑ divisor</p> </div> <p><b>Proper fraction</b> - Fractions with a numerator less than the denominator</p> <p><b>Improper fractions</b> - Fractions with a numerator greater than the denominator</p> <p><b>Mixed numbers</b> - Contain an integer and a proper fraction</p>

## 1: Pitch

**Musical elements:** The different ingredients used in music.

**Pitch:** The rising or ascending tones in music

**Traditional notation:** A form of writing music down allowing performers to easily read the pitch and duration of notes.

**Staff:** the five lines of music which represent the pitch of notes.

**Treble Clef:** A musical symbol showing the second line of the staff is the G above Middle C

## 2: The Keyboard

**Harpichord:** The early version of the piano. The strings were plucked instead of hit with hammers like in the modern day piano.

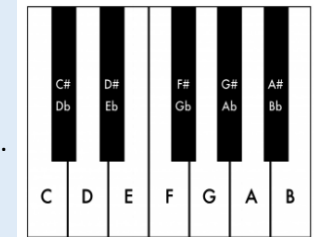
**Keyboard Layout:** There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches.

**Octave:** The name given when notes are 8 apart

**Bar:** A bar is a way of organising written music in small sections. Each bar is a small amount of time.

Each bar usually has the same number of beats in it.

**Finding C:** C is to the left of the two black keys.



## 3: Keyboard Performance 1

**Dotted note:** When a note is followed by a dot half the original note value is added on again.

**Articulation:** This is the interested added to a note. The note could be detached or smooth.

**Staccato:** When a note is played with a short and bouncy articulation.

**Legato:** When a note as a smooth articulation

**Triplet:** A 'triplet' is a group of three notes played in the time of two. It is shown on the score with a three over or under the notes.



## 4: Keyboard Performance 2

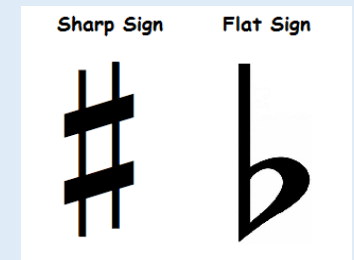
**Dexterity:** the ability to use your hands skilfully. This helps create a fluent performance to the music.

**Semitone:** an interval of half a step. Usually a white note to a black note.

**Tone:** an interval of a step. E.g. C to D or F# to G#

**Sharp:** A note is raised by a semitone.

**Flat:** When a note is lowered by a semitone.



## 5: Bass Notation

**Bass Clef:** a symbol placed on the fourth line of a staff to indicate that the fourth line corresponds to the F next below middle C.

**Major:** When a piece of music has a bright, happy feel to it.

**Minor:** When a piece of music has a dark, sad feel.

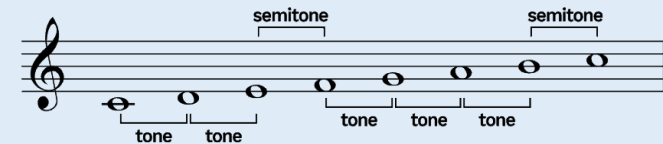
**Chords:** When notes are played at the same time. These are usually major or minor.

**Triad:** When three notes are used to form a chord.

**Scale:** a set of notes in order of their pitch.

## 6: Performance Skills

**Major Scale:** The major scale is created by using the following formula: T T ST T T T ST (T=tone, ST=semitone)



**Minor Scale:** The minor scale is created by using the following formula: T ST T T ST T T (T=tone, ST=semitone)



**Degrees of the scale:** The word scale comes from the Latin for ladder and each run of the ladder has its own name known as a degree. Each of these degrees have their own name. They are:



## Component 1: Dribbling

When dribbling the ball:

- Fingerpads
- Head up, straight back, low athletic stance (bent knees)
- Snap with the wrist (wrist flex)



Key Vocabulary in dribbling:

- Illegal (double) dribble – whole dribbling you have caught the ball in two hands and proceeded to dribble again
- Travelling – you are only allowed a maximum of three steps when in possession of the ball
- 3-second – when in possession of the ball you must act within 3 seconds by either shooting, passing or dribbling (if not already done so)

## Component 2: Passing &amp; Receiving

Teaching points of the shoulder pass:

- Sideways, shoulder width stance from target
- Throwing arm elbow high above shoulder at 90°, ball above head
- Point non-throwing arm at target for accuracy
- Transfer of weight from back foot to front foot to generate power
- Pull arm through, release ball just after head
- Follow throwing arm through to target for accuracy

Key Vocabulary:

- Outfield player – as an outfield player you need excellent passing and receiving skills to maintain possession and create opportunities to score. Positions include: Half, Centre Back, Winger & Line Player

## Component 3: Shooting

Teaching points to the static shot in handball:

- Sideways, shoulder width stance from target
- Throwing arm elbow high above shoulder at 90°, ball above head
- Pull arm through, releasing the ball just after the head

Accuracy & Power:

- Non-throwing arm pointed at target to improve aim
- Follow through throwing arm to target to improve accuracy
- Transfer weight from back to front foot, rotating hips to generate power

Key Vocabulary:

- Half – in attack this player needs to have an accurate & powerful shot as they will tend to take up effective shooting positions



## Component 4: Defending

When defending, you must not defend like this in handball or the attacking team will be awarded a free or penalty throw:

- Hit or pull the ball out of the opponent's hands
- Hold or push, run, jump into your opponent
- Endanger the opponent
- Interfere with a free throw, must remain 3m away



Key Vocabulary:

- Free Throw – awarded by the referee for slight infringements of the rule. Defenders are required to stay 3m away from the player taking the free throw. The free throw takes place where the infringement happened on the court

## Component 5: Phase of Play – Organised Defence

Being in organised defence is maintaining a defensive formation e.g. 5-1 zone-organised defence. When an attacking player enters your zone, it's your responsibility to defend them.

Transition: when you lose possession of the ball in attack you need to immediately return into your zone-organised defence, showing urgency to get into formation.

Key Vocabulary:

- Goal Area – this marked area is where the goalkeeper is allowed. No outfield player is allowed in this area. Use this area as guide to where you should set up your defensive formation

## Component 6: Phase of Play – Organised Attack

Passive Play: the referee will give a warning signal if the attacking team looks to maintain possession without posing an actual attacking threat. Meaning you can not maintain possession for possessions sake, you must actively seek to attack the other team. If continued, possession will change.

Ball circulation: recycling possession by passing back to the point to start another attack.

Key Vocabulary:

- Centre Back – in attack this player acts as the point, he will stand at the top of the attacking zone and look to be open for ball circulation therefore needs excellent passing and receiving skills.



## Component 7: Phase of Play – Fast Break

A fast break is when you reclaim possession of the ball after defending and immediately, with urgency attack the other team, looking to get the ball to the attacking zone within 1-3 passes and get a shot off on goal.

A fast break is an advantageous attack because the defence will not have had time to settle into their defensive zone-organised defence. Meaning, they'll be space and time to attack and get a shot off on goal with a high possibility of scoring a goal.

Key Vocabulary:

- Winger – this position will usually be the players that make the movement down the court once possession has been reclaimed (unless they reclaimed possession). The movement should be fast and directly into space, giving the player time to act. Therefore, speed is vital in a winger.

**Component 1: Dance warm up, choreography and rhythm**

3 stages of a dance warm include:

1. Isolations – moving one part of the body at a time
2. Aerobic – pulse raiser
3. Flexibility – stretching

Choreography is the sequence of steps and movements in dance.

**Component 4: Formations**

Formation means shape. Are you in a line, circle, square?  
Are there any changes to the formation throughout the dance?

**Component 6: Canon**

A movement canon occurs when dancers perform the same phrase one after the other.

**Component 7 and 8: Own choreography, performance and appreciation****Actions:**

Jump –feet leave the floor  
Gesture – movement to express emotions  
Turn - rotation  
Travel – move from one place to another  
Stillness – stationary  
Isolation – one body part

**Choreographic devices**

Unison  
Canon  
Formation  
Levels

**Performance skill**

Confidence  
Focus  
Audience

**Component 2: Unison**

**Unison** is when dancers use the same movement at the same time.

**Component 5: Levels**

Levels refer to whether the dancer is performing high, middle and low moves

Are there any changes to the levels throughout the dance?

**Component 3: Dance style**

Genre means the style or category of dance.

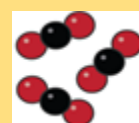
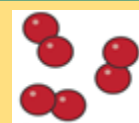
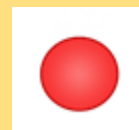
Genre	Characteristics
Ballet	Posture, toe pointing, and correct body positions, lines, and angles are all important.
Hip hop	Dance features include locking (freezing from a fast movement and "locking" in a certain position, holding that position for a short while and then continuing in the same speed as before) and popping (quickly contracting and relaxing muscles to cause a jerk in the body).
Street	Street dance is an umbrella term used to describe dance styles that were originally danced mostly at night clubs or outside in the streets, mainly because of their social nature that encourages performance and "battles". The dances are often performed with soft knees, low, sharp and exaggerated moves.
Contemporary	Strong but controlled legwork of ballet, fall and recovery, and improvisation characteristics of modern dance. Unpredictable changes in rhythm, speed, and direction are often used,
Tap	Uses the sounds of tap shoes striking the floor as a form of percussion. The sound is made by shoes that have a metal "tap" on the heel and toe.

1. The Role of the Church	2 – Denominations of Christianity	3 – The Importance of Communion
<p><b>The Church</b> often refers to a physical building, but it also refers to a '<b>community of believers</b>'. This is because Christians are <b>persecuted</b> in some countries and, therefore, cannot meet in public. The role of the Church is to provide a <b>spiritual network</b> of support to Christians who may be struggling in some aspect of their life. The Church is also a space that can facilitate various <b>religious celebrations</b>, most notably, church services, or 'mass'. These services can take the form of <b>liturgical</b> worship, or <b>non-liturgical</b> worship. The church is also where people gather to celebrate <b>baptisms, weddings, funerals</b> and other major milestones in a person's life.</p>	<p><b>Christianity</b> is an <b>umbrella term</b> that actually describes the beliefs of several groups that may differ in a number of ways. There are three major groups that make up Christianity:</p> <ol style="list-style-type: none"> <li>1. Roman Catholic – this is by far the largest group. Roman Catholics are led by the Pope. The Pope is the Bishop of Rome – this is the most senior position in the Catholic Church. The current Pope is Pope Francis.</li> <li>2. Protestant – Protestantism grew out of opposition to Catholicism (PROTESTant – to protest the authority of the Pope). There are many Protestant churches, for example, The Church of England.</li> <li>3. The Eastern Orthodox Church. This form of Christianity is mostly practised east of Turkey.</li> </ol>	<p>The form of communion was given to Christians directly by Jesus at The Last Supper. At this event, Jesus taught Christians how to pray, and how to worship God correctly. He also acknowledged the sacrifice he was being asked to make. Many Christians recreate this section of the Bible out of respect for Jesus. Christians will often eat Communion Bread (often in the form of a thin wafer) and drink Communion Wine (usually with little or no alcohol). Some Christians believe that this is symbolic of Jesus's body and blood, whereas many Roman Catholics believe this is literally Jesus's body and blood (transforming from wafer to flesh in a process called 'transubstantiation').</p>
4 - Understanding the Bible	5 – Christianity in the Community	6 - Christmas
<p>The Bible is split into two major sections:</p> <ol style="list-style-type: none"> <li>1. <b>The Old Testament</b> – this is made up of a number of books. Each book details the changing relationship between God and humans. It starts with the <b>Book of Genesis</b> (in which God creates everything) and continues to detail the story of the <b>Jewish people</b> and their <b>prophets</b>.</li> <li>2. <b>The New Testament</b> – this is also made up of a number of books. Importantly, <b>The New Testament</b> details the life of Jesus and the evolution of his message. The life of Jesus is told in four books called '<b>Gospels</b>'. Each <b>Gospel</b> is named after the author from whose perspective the story is written. The four <b>Gospels</b> are <b>Matthew, Mark, Luke and John</b>.</li> </ol>	<p>Many Christians feel an <b>obligation</b> to participate positively in their community. This is because Jesus placed an emphasis on the role of <b>agape</b>. Christians respond to this obligation in a number of ways:</p> <ol style="list-style-type: none"> <li>1. Working for a charity – many Christians aim to help those in their community by taking measures to support those who need help.</li> <li>2. Attending a church service – many Christians support their community by regularly attending a church service to show <b>solidarity</b> with their fellow <b>parishioners</b>.</li> </ol>	<p><b>Christmas</b> is the Christian celebration of the birth of Jesus., as detailed in the Gospels of Luke and Matthew.</p> <p>Jesus is conceived <b>immaculately</b> and is born in a barn. This is to signify Jesus's humility – God the Son had a humble start in life!</p> <p>Three <b>Magi</b> followed a star to find Jesus. Upon doing so, they adored him with gifts of Gold, Frankincense and Myrrh.</p> <p>Christians celebrate Jesus's birthday by spending time with their loved ones and exchanging gifts. Often, the day is organised around a large meal.</p>



Key Word	Definition	Example Sentence
church	A Christian place of worship, or a community of Christians generally.	Many Christians get married in a church to publicly celebrate their love.
denomination	A subdivision of a group.	There are many Christian denominations, including Catholic and Protestant.
communion	A Christian practise of remembering Jesus's sacrifice. Normally bread and wine are consumed to represent Jesus's body and blood.	Many Catholics will eat bread and drink wine as part of communion during Sunday mass.
faith	Believing something despite an absence of evidence.	There is no (good) proof for God's existence. It's just a matter of faith.
quote	A record or repetition of something someone has said.	News presenters frequently quote something a politician has said earlier that day.
improvement	To make something better than it was previously.	After corrections and applying more effort, your work should benefit from a notable improvement.
gospel	A book in the Bible that outlines the life of Jesus from the perspective of the author.	There are four Gospels in total: Matthew, Mark, Luke and John.
persecuted	To be targeted for unfair treatment.	Many minority groups are persecuted by those in positions of power.
The Old Testament	The first section of The Bible which gives an account, amongst many other things, of how the universe came into being.	The story of Adam and Eve can be found in The Old Testament.
The New Testament	Builds on The Old Testament and begins with the birth of Jesus.	The Nativity Story can be found in The New Testament.
prophet	A messenger from God.	There are many prophets in the Bible. In Islam, Muslims believe Mohammed (pbuh) is a prophet.
Christmas	A Christian celebration to commemorate the birth of Jesus.	Many Christians exchange gifts on Christmas Day.
magi	An old term for especially wise, highly educated, priests.	The three magi in the nativity story are often referred to as the three wise men.
apage	A Greek word which means 'selfless love'.	Jesus frequently spread a message to promote agape.

1: Nutrition and Diet		3: The Periodic Table		5: Forces	
<b>diet</b>	the kinds of food that an organism habitually eats	<b>the periodic table</b>	a chart showing all of the chemical elements	<b>force</b>	a push or pull effect that can cause a change in shape, direction or speed of an object
<b>nutrient</b>	a substance that is essential for survival	<b>property</b>	feature of a chemical substance or material	<b>magnitude</b>	the size of a quantity
<b>carbohydrate</b>	a nutrient group required for energy	<b>group</b>	a column of elements in the periodic table	<b>speed</b>	the rate at which something moves
<b>protein</b>	a nutrient group required for growth and repair	<b>period</b>	a row of elements in the periodic table	<b>acceleration</b>	the rate of change of speed
<b>lipid</b>	a nutrient group required for insulation and energy	<b>prediction</b>	<i>a statement about what you think will happen</i>	<b>resistance</b>	the measure of how much something is opposed
<b>obesity</b>	when someone has such a high excess of body fat that their health might be affected	<b>variable</b>	<i>any factor that can be controlled, changed, or measured in an experiment</i>	<b>particle</b>	a single unit of a substance such as an atom or molecule
2: The Digestive System		4: Atoms, Elements and Compounds		6: Speed	
<b>organ system</b>	a group of organs that work together	<b>atom</b>	a small particle that makes up all matter	<b>constant speed</b>	when the speed of an object remains the same
<b>digestive system</b>	the organ system responsible for taking in and breaking down nutrients	<b>element</b>	a substance that contains only one type of atom	<b>stationary</b>	to remain still, completely immobile
<b>stomach</b>	an organ in the body where food is stored and digested	<b>compound</b>	a substance that contains two or more different types of atoms chemically joined	<b>distance time graph</b>	a way of representing the motion of an object
<b>large intestine</b>	an organ in the body where water is absorbed into the blood			<b>mean</b>	<i>the average of the numbers found by adding up all the numbers and dividing by how many there are</i>
<b>small intestine</b>	an organ in the body where nutrients are absorbed into the blood			<b>conclusion</b>	<i>a summary of an experiment that discusses the results and whether they support the prediction</i>
<b>enzyme</b>	a biological catalyst that speeds up chemical reactions in the body			<b>reliable</b>	<i>a measure of how confident you are in a set of results</i>



1- Natural and Synthetic Fibres	2- Techniques & Processes	3- Making Process
<p>Fibres are split up into two main categories, <b>natural</b> and <b>synthetic</b>. Natural fibres come from either plants or animals whereas synthetic are man made.</p> <p><b>Natural</b> fibres from <b>animals</b> include:</p> <ul style="list-style-type: none"> <li>- <b>Silk</b> (from a silk worm)</li> <li>- <b>Wool</b> (from a sheep)</li> </ul> <p><b>Natural</b> fibres from <b>plants</b> include:</p> <ul style="list-style-type: none"> <li>- <b>Cotton</b> (from a cotton plant)</li> <li>- <b>Linens</b> (from a flax plant)</li> </ul> <p><b>Synthetic</b> (man made) fibres include:</p> <ul style="list-style-type: none"> <li>- <b>Nylon</b> – uses can be tights, clothing, carpets.</li> <li>- <b>Polyester</b> - clothing, interior products.</li> <li>- <b>Lycra</b> – uses can be swimwear, sportswear.</li> </ul>	<p>In the textiles industry there are many different types of techniques and processes. Throughout this project you will learn a range of hand building techniques.</p> <ol style="list-style-type: none"> <li>1. <b>Hand embroidery</b> – a technique used to add decoration to fabric by adding different stitches to make patterns.</li> <li>2. <b>Embellishment</b> – is a decorative detail or feature added to fabric to make it look more attractive. This can be adding beads, buttons or sequins.</li> <li>3. <b>Applique</b> – a textiles technique where pieces of fabric are sewn on to a larger piece of fabric to form a picture or pattern.</li> <li>4. <b>Tie dye</b> - a resist technique where rubber bands are wrapped around folded fabric. The rubber bands prevent the dye from touching the fabric, leaving vibrant patterns</li> </ol>	<p>During the making process of the project you will learn how to use a pattern and how to construct a 3 dimensional product in response to the design brief.</p> <p>Key terms you will need to learn are:</p> <ol style="list-style-type: none"> <li>1. <b>Pattern</b> – a pattern is a template which is used to cut out the different components of a garment or product. It also helps to reduce the amount of waste material. This would be the first stage of the making process.</li> <li>2. <b>Tacking</b> – tacking is a large stitches used to hold components in place before stitching permanently. Tacking stitches are always removed after components have been stitched.</li> <li>3. <b>Component</b> – components are all of the separate pieces of a product.</li> <li>4. <b>Fastening</b> – a type of component that secures something. For example a zip or buttons.</li> </ol>