

2025/26

# Cycle 1 Knowledge Navigator

**Year 8**

Name:

Form:

## **Morning Meeting Homework**

Purpose: to memorise and recall key facts from previous learning

## **100% Sheets**

Purpose: to memorise and recall key facts for current learning

## **RCWC repeat!**

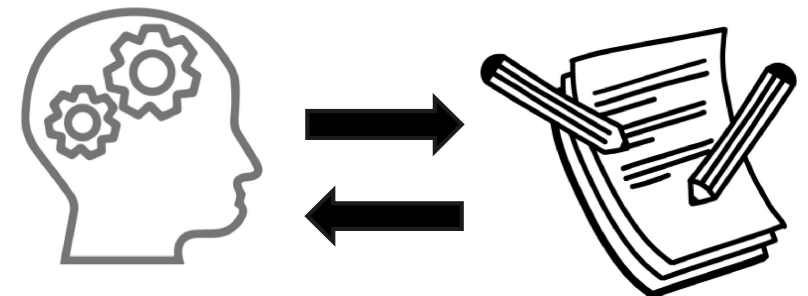
**Read** the information and try to memorise it.

**Cover** up the information so you can't see it.

**Write** down as much as you can remember.

**Check** what you've written down against the information, and green pen what you've missed.


**Repeat** this to fill a minimum of 1 A4 side. The more you repeat this process, the more facts you will remember for your exams!



# Contents

1	Homework Schedule
<b>Morning Meeting Homework</b>	
2	French
4	Science
6	History
8	Geography
10	English
11	Spellings

<b>100% Sheets</b>	
12	Maths
14	RE
15	Music
16	IT
17	Drama
18	Art
19	DT

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday			1/9/25	French	8/9/25	French	15/9/25	French	22/9/25	French
Tuesday			2/9/25	Science: Page 4 Box 3	9/9/25	Science: Page 4 Box 2	16/9/25	Science: Page 4 Box 1	23/9/25	Science: Page 4 Box 3
Wednesday			3/9/25	History Section A <i>Sparx Maths</i>	10/9/25	Geography Box 1 <i>Sparx Maths</i>	17/9/25	History Section B <i>Sparx Maths</i>	24/9/25	Geography Box 2 <i>Sparx Maths</i>
Thursday			4/9/25	English: Box 1	11/9/25	English: Box 2	18/9/25	English: Box 3	25/9/25	English: Box 4
Friday			5/9/25	Spellings Week 2	12/9/25	Spellings Week 3	19/9/25	Spellings Week 4	26/9/25	Spellings Week 5
	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	29/9/25	French	6/10/25	French	13/10/25	French	3/11/25	French	10/11/25	French
Tuesday	30/9/25	Science: Page 4 Box 4	7/10/25	Science: Page 4 Box 5	14/10/25	Science: Page 4 Box 6	4/11/25	Science: Page 5 Box 2	11/11/25	Science: Page 5 Box 1
Wednesday	1/10/25	History Section C <i>Sparx Maths</i>	8/10/25	Geography Box 3 <i>Sparx Maths</i>	15/10/25	History Section D <i>Sparx Maths</i>	5/11/25	Geography Box 4 <i>Sparx Maths</i>	12/11/25	History Section E <i>Sparx Maths</i>
Thursday	2/10/25	English: Box 5	9/10/25	English: Box 6	16/10/25	English: Box 1	6/11/25	English: Box 2	13/11/25	
Friday	3/10/25	Spellings Week 6	10/10/25	Spellings Week 7	17/10/25	Spellings Week 8	7/11/25	Spellings Week 9	14/11/25	
	Week 11		Week 12		Week 13		 <b>DIXONS COTTINGLEY ACADEMY</b>			
Monday	17/11/25	French	24/11/25	French	1/12/25	French				
Tuesday	18/11/25	Science: Page 5 Box 2	25/11/25	Science: Page 5 Box 3	2/12/25	Science: Page 5 Box 4				
Wednesday	19/11/25	Geography Box 5 <i>Sparx Maths</i>	26/11/25	History Section F <i>Sparx Maths</i>	3/12/25	Geography Box 6 <i>Sparx Maths</i>				
Thursday	20/11/25	English: Box 3	27/11/25	English: Box 4	4/12/25	English: Box 5				
Friday	21/11/25	Spellings Week 11	28/11/25	Spellings Week 12	5/12/25	Spellings Week 13				

French		EDUCATION				CYCLE 1		2
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Week 1		Week 2		Week 2		Week 3	
Verbs - Education		Irregular verbs - Education		Subjects		School life	
réviser	to revise	apprendre	to learn	L'anglais (m)	English	Le collège	Secondary school
comprendre	to understand	ecire	to write	L'allemand (m)	German	L'école primaire	Primary school
etudier	to study	lire	to read	L'espagnol (m)	Spanish	La bibliothèque	Library
rentrer	to come in/ back to school	partir	to leave	Le français (m)	French	Le déjeuner	Lunch
encourager	to encourage	faire	to do	La géographie (f)	Geography	Leçon	Lesson
corriger	to mark	aller	to go	L'histoire (f)	History	Bâtiment	Building
commencer	to start	être	to be	L'informatique (f)	IT	Les toilettes	Toilets
regarder	to watch/look at	avoir	to have	Les maths (m)	Maths	Devoirs	Homework
expliquer	to explain	traduire	to translate	Les sciences (f)	Sciences	Contrôle/examen	Test/Exam
jouer	to play	finir	to finish	La technologie (f)	DT	Récréation	Break(time)

Week 4		Week 5		Week 6		Week 7	
Teachers		Time and Day		Education – Modal Verbs		Uniform - Equipment	
professeur/directeur	teacher/headteacher	journée	day	On doit	You must	Un pantalon (m)	Trousers
monsieur/madame	mr/mrs	semaine	week	On ne doit pas	You must not	Une jupe (f)	A skirt
amusant/ennuyeux	fun/boring	temps	time/weather	On peut	You can	Une veste (f)	A jacket
gentil/strict	kind/strict	le matin/le soir	morning/evening	On ne peut pas	You cannot	Une cravate (f)	A tie
intéressant/nul	interesting/rubbish	à midi/à minuit	at midday/at midnight	Je veux	I want	Un polo (m)	A polo
juste/affreux	fair/awful	avant/après	before/after	Je voudrais	I would like	Des chaussures (f,pl)	Shoes
sympa/méchant	nice/mean	hier/demain	yesterday/tomor row	Il faut	You must	Des chaussettes (f,pl)	Socks
drôle/travailleur	funny/hard-working	d'habitude	usually	Il ne faut pas	You must not	Un sac (m)	A bag
compréhensif/ préféré	understanding/ favourite	tous les jours	everyday	Interdit	Forbidden	Un cahier/ Un stylo	A workbook/Pen
passionant/parresseux	fascinating/lazy	normalement	usually	Il est nécessaire de	It is necessary to	Une trousse	A pencil case



French		EDUCATION/WORK & FUTURE PLANS				CYCLE 1		3
Week 8		Week 9		Week 10				
Uniform Adjectives		Education – Rules Verbs		Present		Imperfect		
beau/joli	beautiful/pretty	apporter son équipement	to bring ones equipment	Je vais	I go / am going	J’allais	I went/used to go	
elegant	elegant	écouter les conseils	to listen to advice	J’aime	I like / am liking	J’aimais	I used to like	
moche	ugly	concentrer en classe	to concentrate in class	Je mange	I eat /am eating	Je mangeais	I used to eat	
court/long	short/long	parler avec ses amis	to speak with friends	Je porte	I wear /am wearing	Je portais	I used to wear	
vieux/modern e	old/modern	aider les autres	to help others	Je fais	I do / am doing	Je faisais	I used to do	
utile/inutile	useful/useless	porter l’uniforme	to wear the uniform	Je révise	I revise / I am revising	Je révisais	I used to revise	
important	important	respecter les règles	to respect the rules	Je joue	I play /am playing	Je jouais	I use to play	
essentiel	essential	manger à la cantine	to eat in class	J’apprends	I learn /am learning	J’apprennais	I used to learn	
difficile/facile	difficult/easy	fumer	to smoke	C’est / Ce sont	It is / they are	C’était	It was/used to be	
noir(e)/blanc (he)	black/white	être à l’heure	to be on time	J’étudie	I study	J’étudiais	I used to study	
bleu(e)/violet (te)	blue/purple	travailler en équipe	to work as a team	Je comprends	I undestand	Je comprennais	I used to understand	
Week 11		Week 12		Week 13				
Ideal School - Conditional		Future Plans		Jobs/Future Possibilities				
J’irais	I would go	prendre une année sabbatique	to take a gap year	avocat/ecrivain		lawyer/writer		
J’aimerais	I would like	devenir	to become	medecin		doctor		
Je mangerais	I would eat	l’université/etudiant	university/student	serveur/chef		waiter/cook		
Je porterais	I would wear	un travail	a job	chanteur		singer		
Je ferais	I would do	un emploi à temps partiel	a part time job	facteur		postman		
Je réviserais	I would revise	un salaire	a salary	chercheur/scientifique		researcher/scientist		
Je jouerais	I would play	a l’étranger	abroad	aidant		carer		
J’apprendrais	I would learn	un stage	work experience	au chômage		unemployed		
Ce serait	It would be	une entreprise	a company	à l’avenir		in the future		
J’étudierais	I would study	avoir des enfants	to have children	si		if		
Je comprendrais	I would understand	réussir ses examens	to pass ones’ exams	donc		so		
Je deviendrais	I would become	mon métier idéal...	my ideal job...	un projet		a project		

**1. Respiration**

**Aerobic respiration:** Is the breaking down glucose with oxygen to release energy and producing carbon dioxide and water. **Glucose + Oxygen → Carbon dioxide + Water + (Energy)**

**Anaerobic respiration (fermentation):** Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and ethanol and carbon dioxide (in plants and microorganisms). Yeast fermentation is used in brewing and bread making.

**2. Organs of the digestive system**

**1. Mouth:** mechanically breaks down food using the teeth and mixes with saliva to soften and add enzymes.

**2. Oesophagus:** after swallowing the food is squeezed along this muscular tube to the stomach.

**3. Liver:** produces bile to neutralise stomach acid and emulsify lipids.

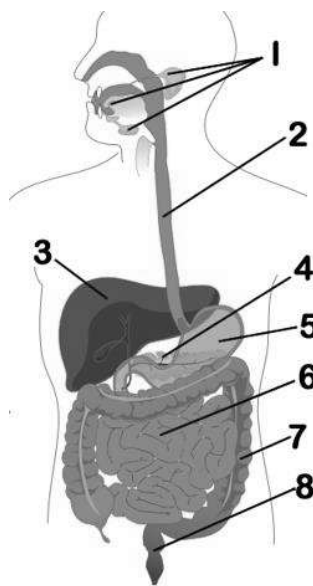
**4. Pancreas:** produces several enzymes essential for digestion.

**5. Stomach:** a sac where food is mixed with acidic juices to start the digestion of protein and kill microorganisms.

**6. Small intestine:** Upper part of the intestine where digestion is completed & nutrients are absorbed by the blood.

**7. Large intestine:** Lower part of the intestine from which water is absorbed & where faeces are formed.

**8. Rectum:** faeces (undigested waste) is stored here until it leaves the body through the anus.

**3. Nutrients in foods and their function**

Nutrient group	Function	Examples of nutrient rich food
Carbohydrate	Used to provide energy	Bread, pasta, rice, potatoes
Protein	Used for growth and repair of cells	Fish, meat, eggs, dairy products
Lipids (fats)	Used to provide energy, store energy and insulate	Butter, oil, nuts
Vitamins	Needed in small amounts to maintain health	Fruit and vegetables, dairy products
Minerals	Needed in small amounts to maintain health	Salt, milk (calcium), liver (iron)
Fibre	Helps to keep food moving through the gut	Vegetables and bran
Water	Needed for cells and body fluids	Water, fruit juice, milk

**4. Metals vs. non-metals**

Metals and non-metals react with oxygen to form oxides which are either bases or acids.

**Metals:** Shiny, good conductors of electricity and heat, sonorous, malleable and ductile, and usually solid at room temperature.

**Non-metals:** Dull, poor conductors of electricity and heat, brittle and usually solid or gaseous at room temperature.

**5. Special properties**

Iron, nickel and cobalt are magnetic elements.

Mercury is a metal that is liquid at room temperature.

Bromine is a non-metal that is liquid at room temperature.

Copper is a good conductor of heat and electricity so is used in saucepans and in wiring.

Aluminium is light so is used for bike frames and malleable so is used for kitchen foil.

**6. Reactions of metals****Metal + water → Metal hydroxide + hydrogen**

Sodium + water → sodium hydroxide + hydrogen

Magnesium + water → magnesium hydroxide + hydrogen

**Metal + acid → Salt + hydrogen**

Sodium + hydrochloric acid → sodium chloride + hydrogen

Sodium + sulphuric acid → sodium sulphate + hydrogen

**Metal oxide + acid → Salt + water**

Sodium oxide + hydrochloric acid → sodium chloride + water

Potassium oxide + sulphuric acid → potassium sulphate + water

**Metal carbonate + acid → Salt + water + carbon dioxide**

Calcium carbonate + hydrochloric acid → calcium chloride + water + carbon dioxide

Sodium carbonate + hydrochloric acid → sodium chloride + water + carbon dioxide

## 1. Speed

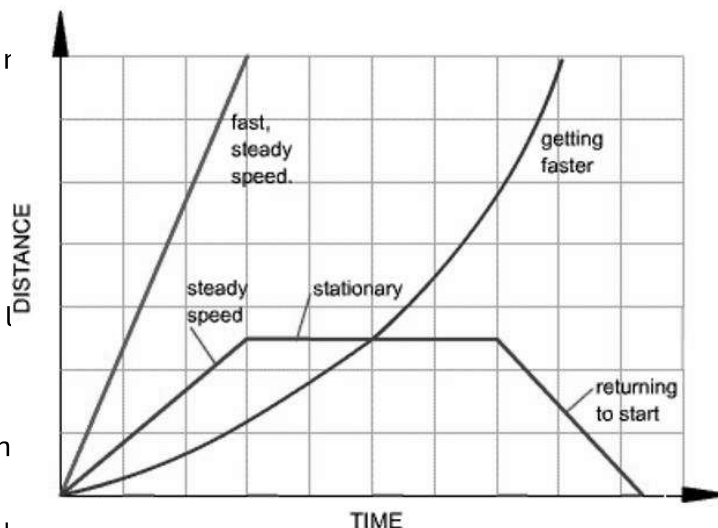
If the overall, resultant force on an object is non-zero, its motion changes and it slows down, speeds up or changes direction.

To calculate speed, distance or time use the formula:

$$\text{speed (in m/s)} = \text{distance (in m)} / \text{time (in s)}$$

The higher the speed of an object, the shorter the time taken for a journey.

On a distance-time graph a straight line shows constant speed, whereas a curving line shows acceleration.



**Speed:** How much distance is covered in how much time.

**Average speed:** The overall distance travelled divided by overall time for a journey.

**Acceleration:** How quickly speed increases or decreases.

**Relative motion:** Different observers judge speeds differently if they are in motion too, so an object's speed is relative to the observer's speed.

## 2. Resultant force examples

If there is no resultant force, the object remains stationary or continues at a steady speed.  
A resultant force on a stationary object will cause it to start moving in the direction of the force.  
A resultant force on a moving object will cause it to speed up (accelerate) or slow down (negatively accelerate).

10N to the left and 30N to the right.  
The resultant force is 20N to the right.



0N to the left, 60N and 30N to the right.  
The resultant force is 90N to the right.



## 3. Microbes

Microbes	Uses	Dangers
Bacteria	Used in the production of milk and cheese	Food poisoning, cholera, tuberculosis
Fungus	Yeast used in bread and alcohol production	Athlete's foot
Virus	Currently no positive uses	HIV/AIDS, chicken pox, meningitis, influenza ('flu), common cold

## 4. Natural defences

Body's defence	Function
Nose	Nose hair trap microbes
Eyes	Contain a substance which destroy bacteria
Lungs	Mucus sticks to the microbes, cilia sweep them away
Stomach	Contains hydrochloric acid kills microbes found on food
Skin	Barrier to prevent microbes entering the body
Blood	Carry white blood cells which produce antibodies

## 5. Vaccination – dead or a weakened version of a disease used to provide immunity to a particular disease.

1. A disease is weakened or killed
2. This is then injected into the patient
3. White blood cells produce different antibodies to attack the disease
4. Eventually the correct shaped antibody is produced
5. The body can now produce the right antibodies to fight the disease
6. Certain white blood cells remain in the blood to produce the correct antibodies quicker if re-infected with the same pathogen.

**Section A - Life in a Village**

PEASANTS – poor farmers who lived in villages and grew crops for a living. Low status in society. The life of a VILLEIN was harder - they were considered as property by the Lord and needed his permission for everything. (Freemen could leave the village at any time and were paid wages by the Lord)

Peasants lived in a village, in a one-roomed hut. Shared hut with animals. No chimney therefore the hut was smoky.

They were farmers. Given land by the Lord to farm. They ate what they grew and sold the rest. 2-3 days a week they worked (for free) on the Lord's land.

Everyone was a Christian. The priest was an important person in the village. Peasants paid taxes to the Church and sometimes this would be given to charity. They were taught about the Bible and to pray for forgiveness of sins, told how they could get to heaven, taught to receive important messages about the world around them, and received sacraments such as baptism and marriage.

Their health was very poor compared to us. Not many lived beyond 35 to 40 as knowledge of health and hygiene was poor.

**Section B – The Black Death****Symptoms of the Black Death**

- Bubonic Plague – lived in the blood of black rats and the fleas that lived on them
- The fleas would bite the humans and pass on the disease
- Victims would get a fever, large boils (buboes) with a rash of red and black spots
- Pneumonic Plague – travelled in the air and attacked lungs
- Victims would cough up blood and breath would smell as their lungs rotted

**Medieval People thought;**

- God had sent the plague as a punishment for people's sins
- It was caused by 'bad smells' (miasma)
- It was caused by the body's humours (liquids) not being in 'balance'

**How did they cure it?**

- Whipped themselves to show God they were sorry for their sins
- Built giant candles to send a message to God that they were sorry and wanted to be saved
- Some people went wild – drinking, dancing, partying. The king ordered the streets of towns to be cleaned of filth
- Some people tried to eat hot or cold foods, or went to a doctor to be bled to 'rebalance their humours'

**Section C – Did Life Improve by 1500****Yes it did .....**

- No more villeins – peasants could leave the village when they wanted
- There were more towns with more job opportunities (young people could learn a craft and set themselves up in business)
- For a time after the plague wages were high
- Some peasants could buy their own land
- When wages were high, houses improved, with fireplaces and chimneys
- After the plague some women were able to gain more independence, inheriting businesses if widowed
- The church for some became more powerful

**No it did not .....**

- The plague came back several times and thousands more people died
- People still couldn't cure major illnesses, and most people only lived until the age of 40-50
- Wages went back down to the levels they were at before the plague, when the lords and barons complained to the king
- Most people were still farmers living off the land
- Bad weather could still lead to a complete failure of the harvest and starvation
- Some began to question the role and power of the church as a result of plague outbreaks

**Section D – Structure of the Church**

**Christian Church** – the Christian Church’s power stretched across all of Europe and was known in the Middle Ages as Christendom. It was led by the Pope based in Rome.

**The Pope** - Held a position of power and respect, he supervised religious activities across Europe and made all the important religious decisions.

**Archbishops** - They followed and implemented the instructions of the Pope. They performed tasks following Church law and practices. Each Christian country may have several archbishops.

**Bishop** - A Bishop would be responsible for a smaller local area with many parishes and take orders from the Archbishop.

**Priest** - Each Priest would have a small community to guide in religious practices, they would be many Christians first point of contact with the Church.

**Abbots. Monks and Nuns** - This groups of people would have taken vows of obedience, poverty and chastity. They would live in a separate community but many Christians would go to monasteries or nunneries for help e.g education, medical attention, charity.

**Section E – The Protestant Reformation****The Protestant Reformation**

The people who questioned the authority and purpose of the church were called Protestants or Reformers and those loyal to the Pope were called Catholics.

One of the most important of these was Martin Luther, who in October 1517 published his ‘95 Theses’

His actions would eventually lead to the creation of a Protestant Church.

**Loss of Faith** - Church leaders were seen as distant and unsympathetic, many leaders choose to stay away during outbreak of the plague

**Indulgences** - The church increasingly began to sell forgiveness, reformers said that only God can forgive based on your good deeds.

**Taxation** - Everyone paid taxes to the church. Many said much of this money was spent on the glory of the people running the church rather than going to the poor.

**Leadership** - Church leaders, even the Pope, was interfering too much in the running of countries across Europe and even argued amongst themselves over who was more powerful.

**Message** - Many said the church has forgotten its message. Jesus preached humility and poverty not wealth and power, the church seemed to be moving away from this.

**Section F – Religious Differences****Catholics**

Priests should be separate from church goers, wear special clothes and remain celibate (unmarried).

Churches decorated with stain glass and statues of saints be displayed.

The Bible should be in Latin and the Priest should relate its messages.

The bread and wine in the Eucharist are the blood and body of Christ due to a miracle when performed.

**Protestants**


Priests should wear simple plain clothes, be part of the congregation and are free to marry  
Churches should be plain and simple without decoration.

The Bible should be translated into all languages so everyone can read its meaning.

The bread and wine in the Eucharist are symbols of the blood and body of Christ.

Geography		Human Earth		CYCLE 1	8
Week	Key Knowledge to learn				
1 – Key terms	<b>Urban</b> - cities, towns <b>Rural</b> - countryside, villages <b>Megacity</b> - urban area with population more than 10 million people <b>Densely Populated</b> -lots of people living in an area > crowded <b>Sparsely Populated</b> - only a few people living in an area <b>GDP</b> - Gross Domestic Product > money (\$) made in country > in one year <b>LIC</b> - Low Income Countries > poorest countries > e.g. Nepal <b>NEE</b> - Newly Emerging Economies > getting richer > e.g. Brazil <b>HIC</b> - High Income Countries > Richest countries > e.g. The UK		<b>Birth rate</b> - number of live births (per 1,000 people) > high in LICs <b>Death rate</b> - number of deaths (per 1,000 people) > high in LICs <b>Life expectancy</b> - average age that a person is likely to live to (in a particular place) <b>Literacy Rate</b> - percentage of people who can read and write <b>Development</b> - to improve a place > e.g. better education, health care and jobs <b>Infrastructure</b> – Places and their connections e.g. roads, rail, buildings		
2 – Factors affecting urbanisation and types of employment	<b>Key terms and Factors affecting urbanisation</b> <b>Migration</b> - moving from one area to another <b>Urbanisation</b> - increase in % of a country’s population living in urban areas <b>Population</b> - number of people in a place <b>Rural to urban</b> - rural to urban migration → people moving from countryside to cities <b>Push factors</b> - people migrate <u>from</u> rural areas → negative reasons e.g. famine <b>Pull factors</b> - people migrate <u>to</u> urban areas → positive reasons e.g. better paid jobs <b>Natural Increase</b> - young adults → start a family → birth rate higher than death rate				
3 – Types of Employment and transport in Bradford	<b>Types of employment</b> <b>Primary</b> - getting raw materials from the land and sea e.g. farming → low pay <b>Secondary</b> - making products from raw materials e.g. car manufacturing <b>Tertiary</b> - service industries → e.g. doctors and teachers → higher pay <b>Quarternary-</b> ICT and research e.g. computer designers and scientists		<b>Examples of Transport in Bradford and Rio</b> <b>Bradford:</b> <ul style="list-style-type: none"><li>• <b>MG2 Managed motorway scheme</b> – development of extra lanes were build allowing better flow of traffic</li><li>• <b>Cycle Superhighway</b> – development of a cycle lane from Leeds to Bradford reducing cars on roads and air pollution</li><li>• <b>Bus lanes</b> – encouragement of people using a fast bus system going into Bradford</li></ul> <b>Rio:</b> <ul style="list-style-type: none"><li>• <b>Tram network</b> – cheap and easily accessible tram in centre of Rio reducing cars on roads</li><li>• <b>Cable car</b> – connection between city centre and the favelas allowing people to go to work.</li></ul>		

Geography		Human Earth		CYCLE 1	9
Week	Key Knowledge to learn				
4 – Challenges and Opportunities in Bradford (HIC)	<b>Challenges in Bradford, UK (HIC)</b> <b>Social</b> - There has been a generally poor standard of education in Bradford with many failing schools leading to a poor standard of education, low educated workforce and lack of high skilled employers <b>Economic</b> - 25% of people 16 to 25 are unemployed in Bradford leading to a cycle of poverty <b>Environmental</b> - There is congestion and air pollution in Bradford as many people use cars for short journeys, e.g. Leeds Road		<b>Opportunities in Bradford, UK (HIC)</b> <b>Social</b> - Improvement in schools in Bradford e.g. Dixons Trust gets outstanding GCSE results <b>Economic</b> - Development of Bradford Broadway has meant there are now more employment opportunities <b>Environmental</b> - Development of Green spaces and improving infrastructure in city centre e.g. City Hall foundations		
5– Challenges and Opportunities in Rio (NEE)	<b>Challenges in Rio de Janeiro, Brazil (NEE)</b> <b>Social</b> - squatter settlements (favelas) → e.g. Rocinha → no sewage system → poor sanitation → waterborne diseases → diarrhea <b>Economic</b> - inequalities → some areas much poorer → power cuts → few employment opportunities in favelas → high levels of crime <b>Environmental</b> - traffic congestion → roads very busy → lots of air pollution litter and sewage problem → especially on the beaches/sea		<b>Opportunities in Rio de Janeiro (NEE)</b> <b>Social</b> – Improvement in housing→ provides locals with building materials→ improve homes <b>Economic</b> - transport systems extended e.g. cable car→ now includes the favelas → gives residents the opportunity to travel to work in the city center <b>Environmental</b> - improved train system → less cars → reduce air pollution Ships fined for dumping waste into sea near Rio de Janeiro coast		
6 – Sustainable Future in Bradford	<b>Sustainable</b> – Meeting the needs of the present without compromising those of future generations <b>Urban Greening</b> - refers to public landscaping and <b>urban</b> forestry projects that create mutually beneficial relationships between city dwellers and their environments e.g. lister park in Bradford  <b>Renewable energy</b> - energy that is collected from renewable resources, which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat e.g. in Denholme and other surrounding parts of Bradford, wind power is commonly used  <b>Hybrid cars</b> - These cars produce 90% fewer emissions than traditional models. This is because these vehicles have twin-powered engines, so they consume less fuel and emit less CO2 comparable diesel or petrol powered cars e.g. in Bradford some taxi drivers are now using hybrid cars				

Week	Key Knowledge to learn	Week	Key Knowledge to learn
1 – Story Structure:	<ul style="list-style-type: none"> <li>Protagonist: The main character of a story. The ‘hero’.</li> <li>Antagonist: The character providing conflict in a story. The ‘villain’.</li> <li>Freytag’s Pyramid: A diagram used to describe the general pattern stories tend to take.</li> <li>Exposition: The opening of a story, in which we learn the setting and protagonist.</li> <li>Conflict: The problem that arises and must be solved. Without a conflict, there is no story.</li> <li>Rising Action: The part of the story in which tension rises towards a climactic moment.</li> <li>Climax: The tensest moment of a story. The part we were waiting for, so to speak.</li> <li>Falling Action: The part of the story in which tension begins to ease off and work towards resolution.</li> <li>Dénouement: The conclusion of the story. Another word for the resolution.</li> <li>Character Growth: A term to describe the way a character has changed or developed throughout a story.</li> <li>Narrative Focus: Who the story is told through the lens of. Even if a story is third person, it may have a particular character it uses as its main lens to discuss events from.</li> <li>Split Narrative: A narrative that has two different narrative focal points.</li> <li>Peripeteia: From the Greek Tragedy tradition, a term for the moment when a character experiences a sudden reversal of fortune.</li> </ul> 	4 – Punctuation:	<ul style="list-style-type: none"> <li>Full Stop: Marks the end of a sentence.</li> <li>Comma: Splits clauses up within a sentence or separates items within a list.</li> <li>Apostrophe: Marks possession or omission.</li> <li>Question Mark: Marks that a question was asked, whether literal or rhetorical.</li> <li>Exclamation Mark: Marks that a sentence was exclaimed (emphatic).</li> <li>Speech Marks: Marks that the words within the speech marks were said by someone else, whether dialogue in a story or a quotation from someone else.</li> <li>Colon: Marks that a list is beginning or to introduce an extra piece of information to a main clause.</li> <li>Semicolon: Marks a list of sentence length items is being used or that a second main clause is being given that is considering the same topic.</li> <li>Dash: Marks a pause or break that is less than a full stop.</li> <li>Parenthesise: Marks that information is extra to the rest of the sentence.</li> </ul>
	<ul style="list-style-type: none"> <li>Figurative Language: An umbrella term for similes, metaphors, and personification.</li> <li>Simile: Something being described as “like” or “as” something else.</li> <li>Metaphor: Something being described as if it is literally something else.</li> <li>Personification: Creating an image of a non-human noun as if it were human.</li> <li>Zoomorphism: Creating an image of a non-animal noun (humans included, even though we are animals!) as if it were an animal.</li> <li>Plosives: The use of sounds that are pushed from the mouth, these include: /p/ /b/ /t/ /d/ /g/ /k/</li> <li>Fricatives: The use of sounds made via friction, these include: /f/ /th/</li> <li>Sibilance: The use of sounds that are hissing or shushing sounds, these include: /s/ /z/</li> </ul>		<ul style="list-style-type: none"> <li>First Person: The narrator of the text is the character we are following.</li> <li>Third Person: The narrator of the text is separate to the story. They are often an omniscient third person narrator, meaning they know all the information about the events; however they do not have to be omniscient every time.</li> <li>Past Tense: The events have already happened and all verb forms reflect that the text is discussing past events – verbs typically end in –ed in this tense.</li> <li>Present Tense: The events are currently occurring and all verb forms reflect that the text is discussing ongoing events – verbs typically use their root form or end –ing in this tense.</li> <li>Active Voice: The subject of the sentence is the noun that completes the verb. <i>The boy kicked the ball.</i></li> <li>Passive Voice: The subject of the sentence is the noun that has the verb done to it. <i>The ball was kicked by the boy.</i></li> <li>Main Clause: Typically, this will be noun, verb, noun at a basic level, a main clause is a clause that can stand on its own and deliver meaning. <i>The boy ran to the shop.</i> Adding adjectives and adverbs etc. for depth will not change that this is a main clause.</li> <li>Subordinate Clause: A clause connected to a main clause by connective or piece of punctuation. A subordinate clause depends on the main clause and will not work alone. <i>Knowing he was late, the boy ran to the shop.</i></li> <li>Coordinate Clause: Like a subordinate clause, however a coordinated clause can stand alone and deliver meaning. <i>The boy ran to the shop because he knew that he was already late.</i></li> <li>Embedded Clause: A clause that is ‘dropped in’ the middle of another. <i>The boy, always late for everything, ran to the shop.</i></li> <li>Declarative Sentence: A sentence that declares or states something.</li> <li>Exclamative Sentence: A sentence ending with an exclamation mark.</li> <li>Interrogative Sentence: A sentence ending with a question mark.</li> <li>Imperative Sentence: A sentence in which the verb is a command or instruction.</li> </ul>
2 – Devices Part 1:	<ul style="list-style-type: none"> <li>Figurative Language: An umbrella term for similes, metaphors, and personification.</li> <li>Simile: Something being described as “like” or “as” something else.</li> <li>Metaphor: Something being described as if it is literally something else.</li> <li>Personification: Creating an image of a non-human noun as if it were human.</li> <li>Zoomorphism: Creating an image of a non-animal noun (humans included, even though we are animals!) as if it were an animal.</li> <li>Plosives: The use of sounds that are pushed from the mouth, these include: /p/ /b/ /t/ /d/ /g/ /k/</li> <li>Fricatives: The use of sounds made via friction, these include: /f/ /th/</li> <li>Sibilance: The use of sounds that are hissing or shushing sounds, these include: /s/ /z/</li> </ul>	5 – Grammar Part 1:	<ul style="list-style-type: none"> <li>Fragment: An incomplete sentence, often comprising of only one or two words.</li> <li>Fronted adverbial: A clause at the beginning of a sentence (before the main clause) that adds information to how, where, when, or why the main clause happened.</li> <li>‘If, If, Then’ sentence: A sentence type following the structure shown here: <i>If only she had waited, if only she asked him instead of assuming, then maybe they would still be friends today.</i></li> <li>‘The more, the more, the more’ sentence:</li> <li>Anadiplosis: A series of sentences or clauses, in which each sentence or clause uses the end of the previous one as the its opening. For example: <i>Suffering breeds character; character breeds faith; in the end faith will not disappoint.</i></li> <li>Epithets to create embedded clauses: A sentence type following the structure shown here: <i>Hector, Horse tamer of Troy, knew this would be his end.</i></li> <li>Dash for clarification: A sentence type following the structure shown here: <i>He knew he was doomed – he knew it from the moment he walked through the door.</i></li> <li>Adjective attack: Structuring a sentence as a list of adjectives, a colon, and then a main clause.</li> <li>Adverb attack: Structuring a sentence as a list of adverbs, a colon, and then a main clause</li> <li>Verb attack: Structuring a sentence as a list of verbs, a colon, and then a main clause</li> </ul>
3 – Devices Part 2:	<ul style="list-style-type: none"> <li>Repetition: Using a word or phrase a number of times intentionally.</li> <li>Alliteration: The repetition of a sound (not a letter! Knee and Kaleidoscope are not alliteration!)</li> <li>Emotive Language: Any example of language used in order to achieve an emotional response from the audience.</li> <li>Hyperbole: Intentionally exaggerating for effect.</li> <li>Zeugma: The use of a verb as both literal and metaphorical within one sentence.</li> <li>Epithet: The use of a noun phrase to replace a more simple proper noun.</li> <li>Allusion: A reference made to something historic, literary, biblical or qur’anic, or mythological.</li> </ul>	6 – Grammar Part 2:	<ul style="list-style-type: none"> <li>Fragment: An incomplete sentence, often comprising of only one or two words.</li> <li>Fronted adverbial: A clause at the beginning of a sentence (before the main clause) that adds information to how, where, when, or why the main clause happened.</li> <li>‘If, If, Then’ sentence: A sentence type following the structure shown here: <i>If only she had waited, if only she asked him instead of assuming, then maybe they would still be friends today.</i></li> <li>‘The more, the more, the more’ sentence:</li> <li>Anadiplosis: A series of sentences or clauses, in which each sentence or clause uses the end of the previous one as the its opening. For example: <i>Suffering breeds character; character breeds faith; in the end faith will not disappoint.</i></li> <li>Epithets to create embedded clauses: A sentence type following the structure shown here: <i>Hector, Horse tamer of Troy, knew this would be his end.</i></li> <li>Dash for clarification: A sentence type following the structure shown here: <i>He knew he was doomed – he knew it from the moment he walked through the door.</i></li> <li>Adjective attack: Structuring a sentence as a list of adjectives, a colon, and then a main clause.</li> <li>Adverb attack: Structuring a sentence as a list of adverbs, a colon, and then a main clause</li> <li>Verb attack: Structuring a sentence as a list of verbs, a colon, and then a main clause</li> </ul>



Week 1	Week 2	Week 3	Week 4	Week 5
1. shrieked 2. whilst 3. immobile 4. identification 5. devoid 6. wearisome 7. pattern 8. comical 9. capture 10. separate	1. vulnerable 2. ornamental 3. generate 4. haunt 5. bent 6. terrestrial 7. appreciated 8. fabulous 9. botany 10. besotted	1. hurrying 2. mystery 3. musician 4. anxious 5. diaries 6. loneliest 7. cuddly 8. wrestle 9. disinterested 10. vivacious	1. unearth 2. occasion 3. journalist 4. incorporate 5. salary 6. decision 7. stomach 8. dissatisfied 9. stitch 10. exclusion	1. debris 2. accelerating 3. implicate 4. popcorn 5. opaque 6. punnet 7. sparkly 8. emblem 9. expensive 10. planning
Week 6	Week 7	Week 8	Week 9	Week 10
1. community 2. height 3. ubiquitous 4. wilful 5. pursuit 6. design 7. carriage 8. critically 9. victorious 10. co-incidence	1. ombudsman 2. hostel 3. cemetery 4. imperturbable 5. bouncing 6. impression 7. beautiful 8. rodent 9. defiant 10. crazier	1. psychiatrist 2. unbelievable 3. kiosk 4. estuary 5. facility 6. spinning 7. boundary 8. information 9. ungrateful 10. curb	1. regional 2. cajole 3. earn 4. sucrose 5. dissatisfy 6. toucan 7. memorandum 8. disbelieve 9. sauce 10. clockwise	1. attractive 2. intrigue 3. merino 4. judicious 5. photographing 6. damaging 7. hugged 8. enemies 9. disembark 10. varied
Week 11	Week 12	Week 13	Spellings I need to practise:	
1. delicious 2. baggage 3. vibration 4. strengthen 5. championships 6. inaccuracies 7. responsible 8. necessarily 9. catch 10. multiplication	1. hideous 2. inconsequential 3. ridiculous 4. naming 5. invite 6. marvelled 7. lieutenant 8. investigating 9. braise 10. congenial	1. hurries 2. thesis 3. funnier 4. leaves 5. fault 6. terribly 7. advertisement 8. heir 9. legible 10. busier		

## Box 1: Sequences

**Symbols**

= means equal to

 $\neq$  means not equal to $\equiv$  means identical to $\leq$  means less than or equal to

&lt; means less than

 $\geq$  means more than or equal to

&gt; means more than

 $\sqrt{\quad}$  means square root**VOCABULARY**

Sequence	A <b>pattern</b> of terms/numbers which follow a <b>rule</b>
Term	Each <b>value in a sequence</b> is called a term.
Position	The place it is <b>located</b> . <i>e.g. In the sequence: 3, 5, 7, 9 the term '5' has a position of 2 (as is the 2<sup>nd</sup> term).</i>

**RULES**


Term-to-term rule	A rule which allows you to find the <b>next term</b> in a sequence if you know the <b>previous term</b> .
Position-to-term rule ( $n^{\text{th}}$ Term)	A rule which allows you to calculate the term that is in the <b>nth position</b> of the sequence.
Generate	To <b>produce</b> or <b>create</b>

**TYPES OF SEQUENCES**

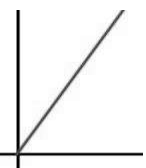
Linear Sequences	A sequence where the <b>difference between terms</b> increases or decreases by the <b>same</b> amount each time. Also known as a <b>Arithmetic Sequence</b> . <i>Algebraically:</i>
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## Box 2: Ratio

**RATIO**

Ratio	<b>Compares</b> the size of one part to <b>another part</b> .	
Ratio Notation	The ratio of A to B is written as <b>A:B</b>	
Part ( <i>Share</i> )	A <b>proportion</b> of the original amount.	
Proportion	Proportion <b>compares</b> the size of one part to the size of the <b>whole</b> .	
Unit	A <b>standard</b> amount used to <b>measure</b> something	
Compound Units	A unit made of <b>two other units</b> . <i>e.g. speed = distance <math>\div</math> time m/s</i> <i>Density = mass <math>\div</math> volume g/</i> <i>Pressure = force <math>\div</math> area N/</i>	
Circumference of a circle	Circumference = <b><math>\pi \times</math> diameter</b>	
Gradient (H)	How <b>steep</b> a line is. Can be positive or negative. <b>(Change in y) (Change in x)</b> It gives the <b>rate of change</b> .	

**PROPORTION**

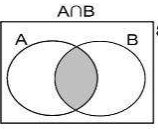
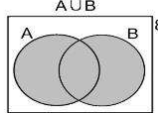
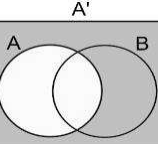
Direct Proportion	If two quantities are in direct proportion, as one increases, the other <b>increases</b> at the same rate
Direct proportion graphically (H)	

## Box 3: Probability

**PROBABILITY NOTATION**

$P(A) =$	The <b>probability of an event A</b> =
$P(A') =$	The probability that event A <b>will not occur</b> = The complement of A.
$P(A \cap B) =$	The probability that <b>both events A and B</b> will occur = <b>The intersection</b> .
$P(A \cup B) =$	The probability that <b>event A or B or both</b> will occur = <b>The union</b> .

**VENN DIAGRAMS**

Venn Diagram	A diagram using circles or other shapes, to <b>show the relationship</b> between sets	
Set	A <b>collection of items</b> with one of each member	
The Intersection	$(A \cap B)$ <b>In A and in B</b>	
The Union	$(A \cup B)$ <b>In A or in B or in both</b>	
The Complement	$A'$ <b>Not in A</b>	

## Box 4: Coordinates

## COORDINATES

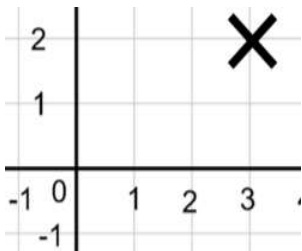
Axis (plural: axes)	The <b>x</b> axis is horizontal. The <b>y</b> axis is vertical.
Quadrant	The <b>four regions</b> separated by the axes.

## Coordinate

Give a **position** of a **point** on a grid. The first number (**x**) moves **left** (-) or **right** (+). The second number (**y**) moves **up** (+) or **down** (-).

(**x**, **y**)

e.g. (3,2) means the **point** that is 3 to the right and 2 up from the origin.



Origin	The coordinate <b>(0, 0)</b>
Line Segment	A line joining <b>two points</b> .
Midpoint	The <b>middle</b> of a line segment.

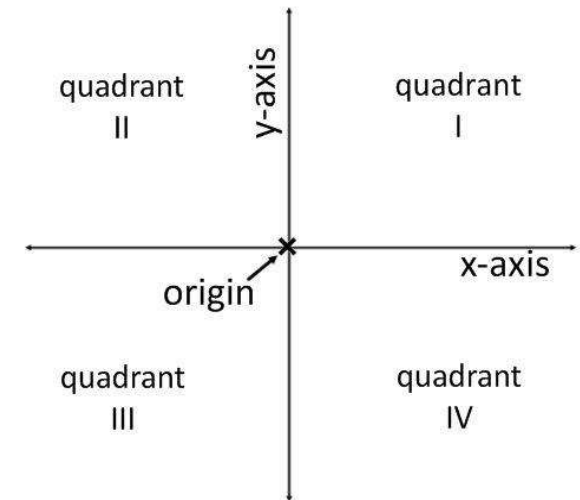
## Box 5: Linear graphs

## LINEAR GRAPHS

$y = x$	Every point on this line, the y coordinate is <b>equal</b> to the x coordinate. e.g. (3,3), (-2,-2), (0,0)	
$y = -x$	Every point on this line, the y coordinate is <b>equal to the negative</b> of the x coordinate e.g. (3, -3), (-2,2)	
$y = a$	These lines are always <b>horizontal</b> . For example $y = 2$ Every point on this graph, the y coordinate equals 2 e.g. (0,2), (5,2)	
$x = a$	These lines are always <b>vertical</b> . For example $x = 2$ Every point on this graph, the x coordinate equals 2 e.g. (2,0), (2,5)	
$y = kx$	These lines always go through the <b>origin</b> . For example $y = 2x$ Every point on this graph, the y coordinate is double the x coordinate	

## LINEAR GRAPHS

$y = mx + c$	The general equation of a linear graph, where <b>m</b> is the <b>gradient</b> and <b>c</b> is the <b>y-intercept</b> .
Gradient	How <b>steep</b> a line is. Can be positive or negative. <b>(Change in y)</b> <b>(Change in x)</b> It gives the <b>rate of change</b> .
y-intercept	Where the line <b>crosses</b> the <b>y-axis</b>



## Links to: SEQUENCES

Linear Sequence	A sequence where the <b>difference between terms</b> is the <b>same</b> each time, can be increasing or decreasing. Also known as a <b>Arithmetic Sequence</b> . <i>Algebraically:</i>
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Area	Key Knowledge to learn
<b>1. Salah, Hajj Zakah and Sawm</b>	<ul style="list-style-type: none"> <li>The five pillars of Islam are the five major practices for <b>Sunni</b> Muslims. They are: <b>Shahadah, Salah, Zakah, Hajj and Sawm</b>.</li> <li>Sunni Muslims would pray five times a day, however, Shia Muslims would pray three times a day. Prayer is important because it is <b>compulsory</b>, a way to seek forgiveness and it helps Muslims get closer to Allah. Both Sunni and Muslims recite the same number of prayers</li> <li>Both Shi'a and Sunni Muslims pay zakah which is money given to the poor. Muslims need to give around 2.5% of their annual wealth to support the poor and needy. Zakah is important as it purifies wealth, a way to gain great reward from Allah and it helps the Muslim <b>community</b>.</li> <li>Hajj is an annual <b>pilgrimage</b> (religious journey to Mecca) and must be done at least once in your lifetime. Both Sunni and Shi'a Muslims support Hajj as it removes all sins and brings Muslims closer to Allah.</li> <li>Sawm is fasting during the month of <b>Ramadhan</b>. Sunni and Shi'a Muslims agree sawm is important as rewards are multiplied during this month. Fasting reminds Muslims about the poor and brings Muslims closer to Allah.</li> </ul>
<b>2. The Ten Obligatory Acts if Shi'a Islam</b>	<ul style="list-style-type: none"> <li>The ten obligatory acts are ten practices Shi'a Muslims must complete. They are; <b>Salah, Zakah, Sawm, Hajj, Munkar, Maroof, Tawalla, Tabarra, Khums and Jihad</b>.</li> <li>Khums is a 20% tax paid based on income. It is split five ways. Muhammad (pbuh), relatives of Muhammad, orphans, the needy and travellers in need of money to return home. Only Shi'a Muslims practice khums. The money owed to Muhammed and his relatives now goes to the leaders of Shi'a Islam to help protect their faith</li> <li>Jihad is important to all Muslims and it means to struggle or to strive to serve Allah. Today Muslims use jihad in two contexts. <b>Greater jihad</b> is the internal struggle to serve Allah and to stay on the right path. <b>Lesser jihad</b> is the struggle to fight and defend Islam.</li> <li>Maroof means to direct others to do good and Munkar means commanding what is just and <b>forbidding</b> evil. These practices help Shi'a Muslims to become better Muslims.</li> <li>Tawalla is a Shi'a obligatory act. It means to show love to those in Allah's path. Secondly, Tabarra is to express hatred/disassociation with those who oppose Allah. Many Sunni Muslims do not have this belief and there are <b>scholars</b> today who say that Tawalla and Tabarra should be rejected as they cause <b>division</b> in the religion, so rejecting them would help bring Muslim unity.</li> </ul>
<b>3</b>  <b>Islam Festivals</b>	<ul style="list-style-type: none"> <li>Eid ul-Fitr is the Eid festival celebrated at the end of Ramadan. It is the start of the new month, <b>Shawwal</b>, brought in by the sighting of the new Moon. Eid is welcomed by all Muslims. Muslims would prepare food, decorate their houses, visit cemeteries to remember the dead and exchange gifts.</li> <li>Eid ul-Fitr is important because it reminds Muslims of people who regularly go hungry and they would give zakah during this celebration to help the poor. It teaches Muslims time should not be wasted. Prayer and Quran should be the main <b>priority</b>.</li> <li>Eid ul -Adha is the Eid festival celebrated to <b>commemorate</b> Ibrahim for passing the test God gave him. Muslims would celebrate this Eid in the same way as they would for Eid ul-Fitr, however, they would also perform <b>qurbani</b>, which is sacrificing an animal and sharing the meat among your friends, relatives and the poor.</li> <li>The day of <b>Ashura</b> is remembered by both Sunni and Shia Muslims, however they remember it for different reasons. Sunni Muslims remember the day of Ashura as a day of <b>atonement</b>. Sunni Muslims would often fast on this day as they believe their previous sins would be forgiven. However, for Shi'a Muslims it is a day of <b>sorrow</b>. The day remembers the death of Husayn and members of his family in the battle of Karbala. Shi'a Muslims would wear black to symbolize grief, read poems about the tragic event.</li> </ul>

**BOX A: Brazilian Samba****Surdo****Caixa**  
*(ky-sha)***Repinique****Maracas****Agogo bells****BOX D: African Drumming****Djembe**

You can hit  
different parts of  
the drum to  
create different  
sounds (timbres)

**BOX B: KEY WORDS**

Key Word	Definition
Polyrhythm	Many different rhythms performing together
Timbre	Different sounds produced by instruments
Samba	Brazilian dance music used in carnival
Accurate	Performing the music correctly
Fluent	Being able to perform confidently without help
Confident	When performers know what they are performing and know they will get it right
Dynamics	Changes in volume of the music

**BOX E: KEY WORDS**

Key Word	Definition
Djembe	African drum
Timbre	Different sounds produced by instruments
Call & Response	Performance technique where one performer plays and other performers copy
Accurate	Performing the music correctly
Fluent	Being able to perform confidently without help
Confident	When performers know what they are performing and know they will get it right
Dynamics	Changes in volume of the music

**BOX 1: Understanding how HTML code works**

Remember that HTML stands for Hyper Text Markup Language, and it is mainly used for making websites.

All HTML webpage code has to start with `<html>`. You are creating a starting point for your webpage.

`body` refers to how you are going to edit the body of webpage.

Remember, every time you open a tag (for example `<style>`) you have to close it when you've finished adding code to that section. So here, we have finished editing the style of the webpage so the code used is `</style>`

`<h1>` `<h2>` `<h3>`  
> etc allows you to add different styles of headings.

`<p>` allows you to insert paragraphs into your text.

```

My Favourite hero - Notepad
File Edit Format View Help
<html>
<title>Marvel Heroes</title>

<style>
body {
background-color: red;
}
h1 {
color: dark-blue;
}
h2 {
color: dark-blue;
}
h3 {
color: yellow;
}
</style>
<body>
<h1 style="font-family:Arial" > welcome to a website about my favourite superhero </h1>
<h2 style="font-family:Courier new"> My favourite superhero is Batman </h2>
<h3 style="font-family:Courier new"> He is cool </h3>
<h4 style="font-family:Courier new"> Hello Year 9</h4>
<p> Batman is a fictional superhero appearing in American comic books published by DC Comics. The character was crea

<a href="http://batman.com/">The Batman website </a>
</body>
</html>
  
```

The `<title>` refers to the title of the actual webpage. So on the tab of the window, it will say 'Mr Patel's amazing website'.

The `<style>` tag refers to the style your webpage is going to be.

The background-colour section allows you to choose the colour of the background. `h1`, `h2`, `h3` etc allow you to include different colours to your headings. So every time you put `h1`, `h2` it'll create a new heading.

`<body>` allows you to insert information into the body of the webpage.

The section where it says `style="font-family:verdana"` allows you to insert a particular type of font for that section of the website. For example, here `h1` will have the font verdana.

`<img src = "batman.jpg".....` allows you to insert an image that is saved within your computer.

`alt= "image of batman"` allows you to give a title to the image. So I have called mine image of batman.

`Width:800px; height:600px>` allows me to determine the size of the image I want.

`<a href=.....>` allows you to insert a website link into your page. You can also change what the link says.

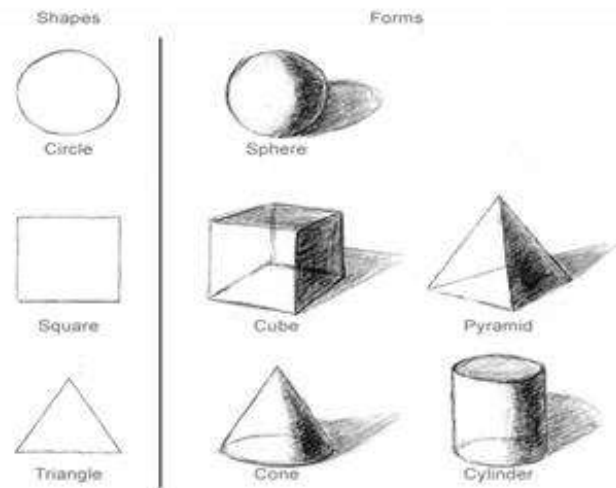
`</body>` means we have now finish inserting text into the body of the webpage. `</html>` means we have now finished editing the webpage all together.

**Knowledge Navigator - Make sure you understand how the code works.**

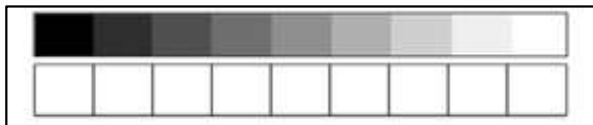
Performing Arts		Drama	CYCLE 1	17
Box A – Drama Skills		Box B – Drama Techniques	Box C – Context	
<p><b>Body Language</b> – Using your body to communicate your character. E.g an old man would have hunched body language.</p> <p><b>Facial Expressions</b> – Using your face to communicate your character’s emotions.</p> <p><b>Voice</b> – altering the tone, pitch, and pace of your voice to fit your character.</p> <p><b>Levels</b> – How high or low your character is to the ground. Can be used to communicate status, class or power.</p> <p><b>Proxemics</b> – How close or far away you stand to other characters on stage based on your relationship.</p> <p><b>Posture</b> – How you stand during your performance to represent your character</p> <p><b>Gestures</b> – using body parts to communicate non-verbally. E.g waving, thumbs up, shaking head.</p>		<p><b>Tableau</b> – Can also be called a freeze frame or still image. A moment of stillness in a performance, used to highlight key moments within a scene.</p> <p><b>Thought Tracking</b> – Saying your characters thoughts out loud to the audience so they know what your character is thinking or feeling.</p> <p><b>Forum Theatre</b> – a technique where the audience becomes the director. They can stop the performance at any time, give feedback, then rewind. Used during rehearsals to develop scenes.</p> <p><b>Narration</b> – Reading part of the story aloud to the audience, either instead of acting it out or alongside mime.</p> <p><b>Mime</b> – Using only your body to communicate, no talking.</p> <p><b>Flash-forward</b> – A scene which is set further in the future.</p> <p><b>Flashback</b> – A scene set in the past, sowing past events.</p> <p><b>Cross Cutting</b> – Where two or more scenes happen on stage at the same time, switching between the two.</p>	<p>Social, Historical, Political and Cultural Contexts. Have you thought about the different contexts for your devising piece? These elements should build up your research section.</p> <p>Social Context – A social setting or environment which people live.</p> <p>Historical Context – A part of history which has happened (this could be when the play was set)</p> <p>Political Context – The political party in power at the time and how this impacted on society.</p> <p>Cultural Context – How culture can affect behaviour, choices and decisions for characters.</p>	
Box D – Evaluation Sentence Starters		Box E – Roles and Responsibilities in Performing Arts	Box F - Stagecraft	
<p>I have demonstrated multiple skills during my rehearsals. An example of this is when...</p> <p>During my performance, I was good at demonstrating drama skills such as.... This is important because...</p> <p>Within my work, I used a variety of drama techniques to improve my overall performance. For example, I used ..... This was effective because...</p> <p>One area I would like to improve on is ... It is important to use this skill in performance because... I could improve on this skill by...</p>		<p><b>Director</b> - The directors role is to bring to life the playwrights work. They are responsible for choosing the right cast, the right acting style and making sure the performance is well rehearsed.</p> <p><b>Actor</b> - The actors role is to rehearse their lines before a rehearsal. They are responsible for performing as a certain role within the play, using the directors instructions.</p> <p><b>Set Designer</b> - The set designer is responsible for creating a set which matches the location or time period the play is set in. They might need to make some set themselves or buy this.</p> <p><b>Playwright</b> - playwrights role is to create and write the entire play. They are responsible for the entire story, setting, location and characters.</p> <p><b>Costume Designer</b> – The costume designer will need to research the historical and social context of the play to make sure costumes reflect this. They will also need to measure the actors to ensure all costumes fit.</p>	<p>Every performance should have a clear starting position and a clear end position (freeze frame). You should NEVER have your back to the audience, we use the red cross rule.</p> <p>You must pronounce and enunciate your words clearly, even if you are playing a shy character. You should rehearse the exact lines you will say and exactly when you will say them.</p> <p>We work collaboratively, this means there is no director in the scene.</p> <p>No hands in pockets, even if it is part of your character, you must consider different ways of communicating this.</p> <p>Every character is aiming for an equal amount of lines to say and time on stage, the group must work collaboratively to achieve this.</p>	

## SECTION A: 3d FORM

For a 3d object to look 3d on a page we need to marks that show light and dark tone.

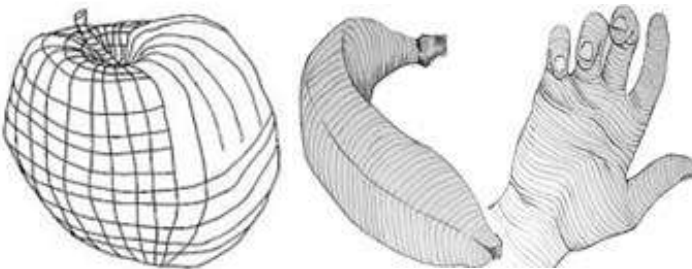


Shading can be smooth blended shading or other techniques like stippling. But which ever type of shading used it must show a range of TONES.



Tonal Bar- showing different tones you can use in your drawing.

Contour lines- that follow the shape of an object can help your work look 3d.



Types of marks that can be used for tonal shading or building up texture.

## Stippling



## Scumbling



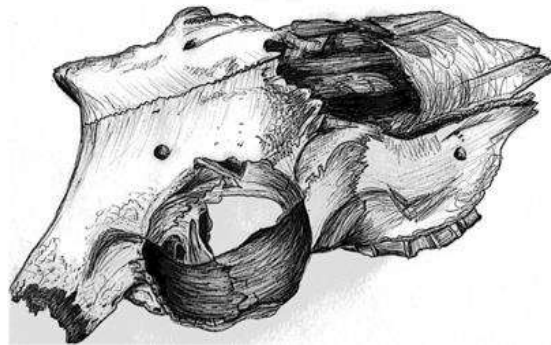
## Shading



## Smudging



## Crosshatching

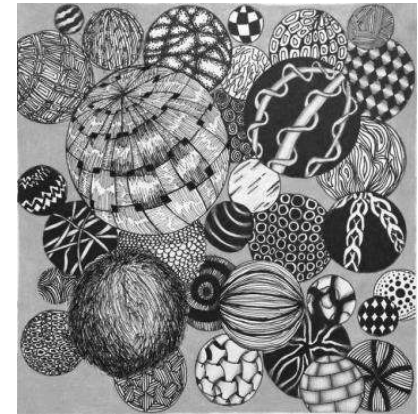


3D FORM: Shading applied to an object makes it look 3D

Dark tones recede; light tones project towards us so make it look 3D

## SECTION B:

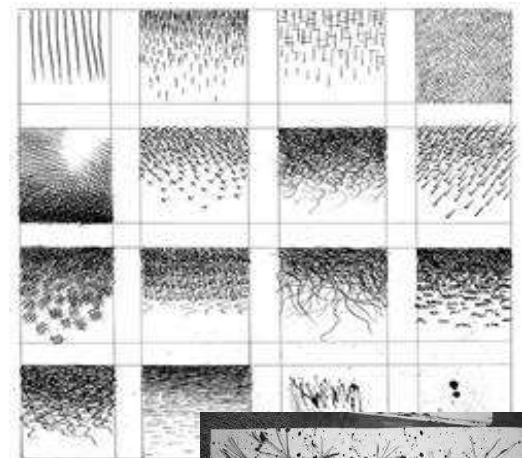
Textures- by building up different marks you can create realistic looking texture ( how something looks like it feels)  
This is also called **Implied Texture**.



Texture can also be drawn that do not look like anything real these are called **Invented Textures**.

## SECTION C:

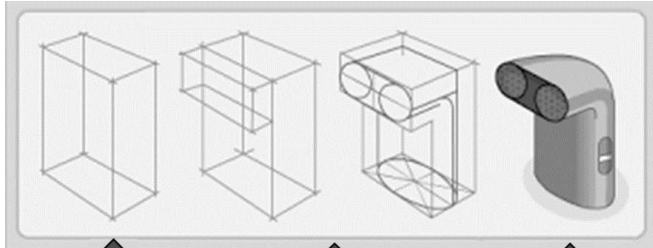
Expressive marks can be used to show mood or emotion or express something that can not be drawn. The action of how you make a mark or the type of line you do might change how people view your work. e.g. paint might be sprayed on creating a disorganised random effect.





**BOX 1: Crating & Sketching**

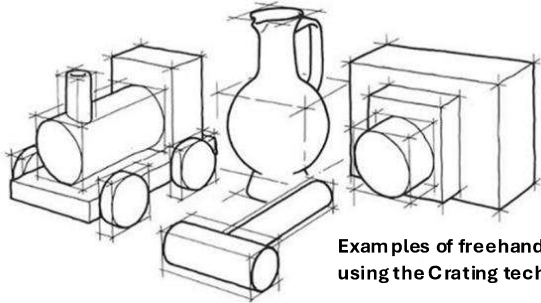
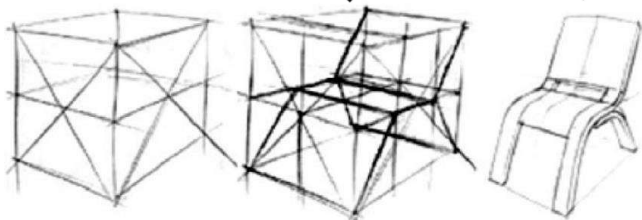
Crating is a technique used in three-dimensional drawing. Because it's hard to measure up and locate points when one is drawing a complex form, it is best to draw a box around it first. This box is known as the crate. From the crate it is possible to find any points within.

**The Crating Technique – Step by Step**

Crate sketched freehand

Start to add detail to shape

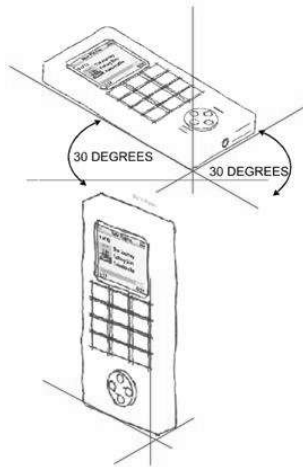
Detail and shading added to drawing



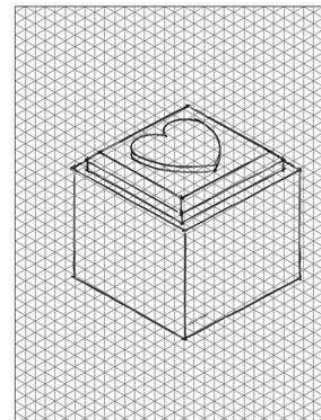
Examples of freehand sketching using the Crating technique

**BOX 2: Isometric Drawing**

Isometric drawing is a way of presenting designs/drawings in three dimensions. In order for a design to appear three dimensional, a 30 degree angle is applied to its sides. The cube opposite, has been drawn in isometric projection.



- **FREE HAND SKETCHING IN ISOMETRIC:** Designs drawn in isometric projection are normally drawn precisely using drawing equipment. However, designers find 'free hand' sketching in isometric projection useful.
- The mobile phone / music player opposite, has been sketched in free hand isometric projection. It allows the designer to draw in 3D quickly and with a reasonable degree of accuracy. The design is still drawn at a 30 degree angle, although this is estimated, rather than drawn with graphics equipment.



- When drawing in isometric there are many different techniques you can use.
- If you feel confident with drawing in isometric use blank paper otherwise use isometric paper (seen opposite).
- This paper has 30 degree lines and vertical lines already printed on it (similar to graph paper). Drawings can be drawn directly onto the isometric grid or plain paper can be placed on top of the grid. The grid lines can be seen through the paper and can be used as a guide when constructing drawings.

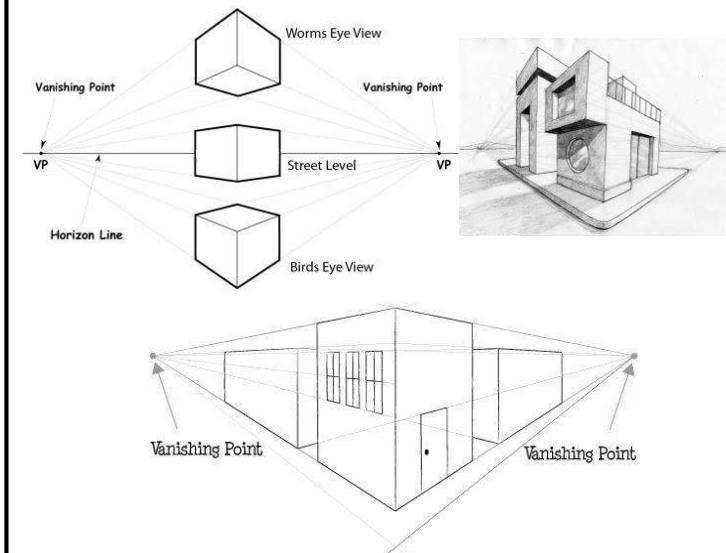
**BOX 3: Two Point Perspective**

**Perspective** (from the Latin: *perspicere* "to see through") is an approximate representation, generally on a flat surface (such as paper), of an image as it is seen by the eye. The two most characteristic features of perspective are that objects appear smaller as their distance from the observer increases; and that they are subject to *foreshortening*, meaning that an object's dimensions along the line of sight appear shorter than its dimensions across the line of sight.

Perspective drawing is a good technique to use when drawing in 3D. There are different styles including single point and two point perspective.

**Two Point Perspective**

A drawing has two-point perspective when it contains two vanishing points on the horizon line. In an illustration, these vanishing points can be placed randomly along the horizon. Two-point perspective can be used to draw the same objects as one-point perspective, rotated: looking at the corner of a house, or at two forked roads shrinking into the distance, for example. One point represents one set of parallel lines, the other point represents the other. Seen from the corner, one wall of a house would recede towards one vanishing point while the other wall recedes towards the opposite vanishing point.



**BOX 4: Adhesives**

Adhesives, also known as glue, cement or paste, are any non-metallic substances applied to one or both surfaces of two separate items or materials that binds them together and resists their separation.

Adhesives may be found naturally or produced synthetically. The earliest human use of adhesive-like substances was approximately 200,000 years ago, when Neanderthals produced tar from the dry distillation of birch bark for use in binding stone tools to wooden handles.



**Super glue** (Cyanoacrylate) is another adhesive that join a wide range of materials together including plastics, very quickly. Great care must be taken when using this type of glue as it will just as easily glue fingers together.



**Hot glue** can be used to join a variety of materials. This glue usually gives a semi-permanent joint as surfaces glued together can sometimes come apart. The glue is a type of plastic that melts when hot and solidifies when it cools. Be careful to select that right type of glue stick - this depends on the material to be glued. General purpose glue sticks are usually used in schools.



**P.V.A. or Wood Glue** (Polyvinyl Acetate) Glues are very popular as they do not need preparation. These glues are supplied in a plastic container and can be used straight away. A good example of this is 'Evo-stik Woodworkers Adhesive'.

**BOX 5: Surface Finishes**

The main **surface finishes for Wood and Plastic** that are available include paints, wax and polishing. This can protect the wood and also add decoration.

**Surface finishes for wood****Sanding Sealer**

Used to SEAL the wood surface before applying a surface finish. Applied with brush and needs to be lightly sanded before applying final surface finish

**Paint**

Available in a wide range of colours. Applied with brush or spray can.

**Wax**

Applied with cloth and polished to a sheen. Wax Polish dries very quickly.

**Finish for Plastic****Polishing**

Once scratches have been removed from the edges of acrylic then a buffing wheel can be used to put the shine back onto the cut surfaces.

**BOX 6: Materials****Hardwoods**

Comes from deciduous trees

This is a broad-leaved tree which loses its leaves in the winter.

Beech

Oak

Ash

Teak

**Softwoods**

Comes from coniferous trees

This tree is an evergreen (green all year), needle-leaved, cone-bearing tree.

Pine

Spruce

Cedar

Fir

**Manufactured Boards**

Boards are available in many thicknesses

Boards are inexpensive so are often used instead of real woods

Manufactured boards are often covered with a thin layer of real wood which is called veneer this improves their appearance or properties.



Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibers together

Manufactured boards are often made using waste wood

Manufactured boards have been developed mainly for industrial production as they can be made in very large sheets of consistent quality

**Medium Density Fibre board (MDF)**

This board is composed of fine wood dust and resin pressed into a board. This material can be worked, shaped and machined easily.

**Plywood**

Plywood is a material manufactured from thin layers or "plies" of wood veneer that are glued together with adjacent layers having their wood grain rotated at 90 degrees to one another.

**BOX 7: Joining methods**

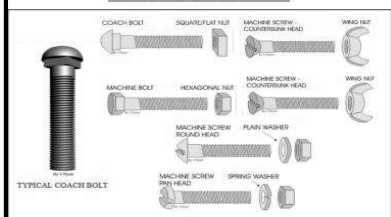
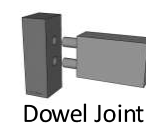
Joints can either be **Temporary** or **Permanent** depending on the type of joint and if glue is used.

**Permanent:**

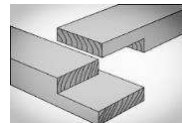
When we do not want to take the pieces apart again for example glues, welding & rivets.

**Temporary:**

When we will, or might need to take pieces apart again for example Screws, nuts/bolts & nails.

**Temporary fixings****NUTS AND BOLTS****Permanent fixings**

Dowel Joint



Corner Halving Joint



Joint with wood glue or PVA