



Knowledge Organiser

Year 8

Spring term B

Name:

Tutor:

What is a Knowledge Organiser?

Knowledge Organisers are a central place where staff have placed key content, skills and knowledge to help you progress. These skills are essential for your success and will need to be memorised and applied in your lessons. There are some techniques for how you can use Knowledge Organisers below:



Flashcards

These are a very good and simple self testing tool, they can be physical or electronic.

To make your own, take some card and cut into rectangles, roughly 10cm x 6cm.

Write the keyword on one side and the definition on the other. Go through your cards looking at one side and seeing if you can remember the keyword/definition on the other side.

This video offers a really good guide for using them effectively:

<https://www.youtube.com/watch?v=eVajQPuRmk8>

Questions/Answers, Answers/Questions

Question: In what year was George V's coronation?

Answer: 1910

Ask a parent, carer or study partner to write you questions (or answers) and then you write the answer (or possible question that would correspond to the answer).

You can also write your own questions. If you do this leave it at least a day until you answer them to see what you can remember after a while.

Always check and correct!

A. Key terms for writing about Shakespeare

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

Protagonist - the leading character or one of the major characters in the play.

Antagonist - a person who actively opposes or is hostile to someone or something.

Prologue - a separate introductory section of a play.

Monologue - long speech by one actor in a play or film.

Soliloquy - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

Dramatic irony - a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.

Foreshadowing - a warning or indication of (a future event).

Juxtaposition - two things being seen or placed close together with contrasting effect.

Oxymoron - a figure of speech in which apparently contradictory terms appear in conjunction (e.g. *faith unfaithful kept him falsely true*).

Iambic pentameter - a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, for example *Two households, both alike in dignity*.

Prose - written or spoken language in its ordinary form, without metrical structure.

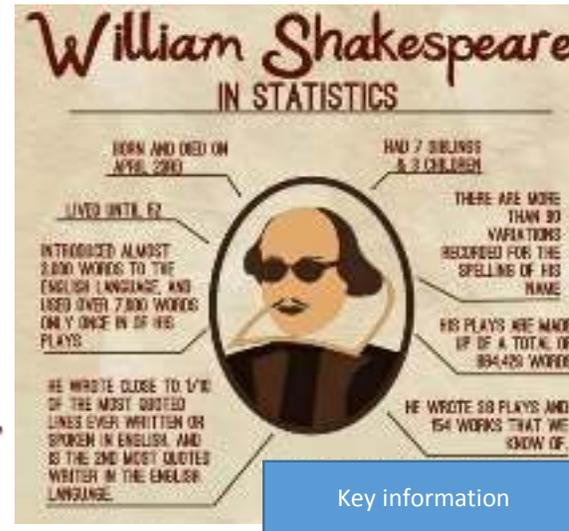
Metaphor - a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

Simile - a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion*).

B. Key knowledge – Where were Shakespeare's plays performed?

- The Globe Theatre was where many of Shakespeare's plays were performed.
- It was constructed in 1599, by the Burbage brothers.
- It was octagon shaped, roofless, with a stage and three galleries surrounding it.
- It was 80x80 ft. and held about 3,000 people.
- We do not know what the original Globe Theatre looked like.
- Shakespeare's Globe had to have special permission to have a thatched roof- there has been a law against thatched buildings in London since the Great Fire in 1666.

A cross section of The Globe theatre



F. Expert modelling – writing about Shakespeare.

Shakespeare was born on April 23rd in Stratford-upon-Avon, England. He is the world's most famous playwrights and has written over 30 plays and a variety of sonnets (love poems). The famous bard wrote in three genres: tragedies, comedies and history plays that entertained and educated the crowds at The Globe Theatre, London. Here, crowds were amazed by Shakespeare's command of the English language and his ability to write about a variety of human emotions, often which the audience would be able to relate to. Many of Shakespeare's plays also dealt with the theme of love and how love is never a smooth path. Some of his most famous writing are his soliloquies that deal with unrequited love and how love can tear families apart.

Subject: English
Year group: 8
Topic: Shakespeare



C. Key knowledge – key facts about the life and times of Shakespeare.

1. There is documentary proof that Shakespeare was baptised on 26th April 1564, and writers believe that, in keeping with the traditions of the time, he would have been baptised when he was three days old, meaning Shakespeare was probably born on April 23rd.
2. Shakespeare's parents were John and Mary Shakespeare (nee Arden). John came to Stratford from Snitterfield before 1532 as an apprentice glover and tanner of leathers.
3. Shakespeare had seven siblings: Joan (b 1558, only lived 2 months); Margaret (b 1562); Gilbert (b 1566); another Joan (b 1569); Anne (b 1571); Richard (b 1574) and Edmund (b 1580).
4. Shakespeare married his [wife Anne Hathaway](#) when he was 18. She was 26 and three months pregnant with Shakespeare's child when they married. Their first child Susanna was born six months after the wedding.
6. Shakespeare and Anne Hathaway had three children together – a son, Hamnet, who died in 1596, and two daughters, Susanna and Judith. His only granddaughter Elizabeth – daughter of Susanna – died childless in 1670.

Scan me more for help!



A. Keywords:

Scale – the ratio, or size, of an object to the model representing it.

Coordinates – numbers that show an exact position on a grid. Remember, across first!

Conversion Graph – a graph that changes one unit into another.

Midpoint – point half way along a line.

Graph – a picture showing a relationship between two different sets of data.

Interpret – explain why you think a graph may look the way it does.

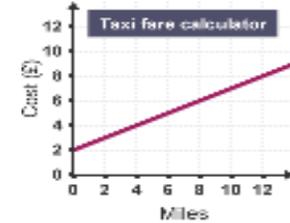
Gradient – how steep a line on a graph is.

Intercept – where a line crosses the x or y axis.

Distance-Time Graph – a graph that shows the distance travelled (vertical axis), time (horizontal axis) and speed (the gradient) of an object.

B. Conversion Graphs:

We use a conversion graph to change one unit into another



e.g.

The taxi costs £6 to travel 8 miles.

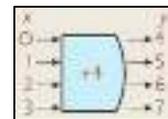


F. Expert Modelling: Drawing a Straight Line Graph.

Complete the table of values for $y = x + 4$

x	0	1	2	3
y				

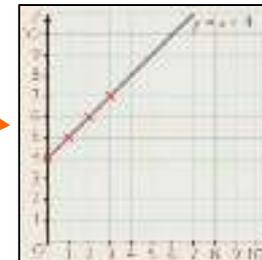
1) Draw a table to fill in with your coordinates



2) Draw a function machine to find the values

3) Fill in the table

x	0	1	2	3
y	4	5	6	7



4) Plot the points and join with a straight line

Subject: Maths

Year group: 8

Topic: Graphs and Proportion



B. Conversion Graphs:

1cm to 3m

1cm on the **diagram** is 3m in **real life**

3cm



2cm

The rectangle is actually

9m by 6m

D. Coordinates:

Start at the centre – read across first, then up



G. Wider thinking/further reading:

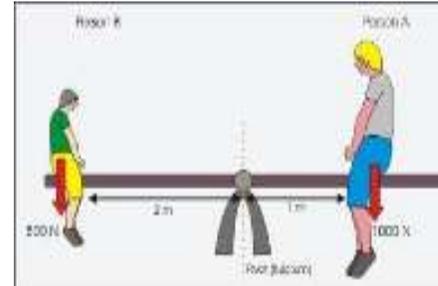
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A - Key terms

Speed	How fast something is moving, calculated by speed = distance/time. Measured in meters per second (ms ⁻¹).
Distance / time graph	A graph with distance up the side (y axis) and time on the bottom (x axis) showing how far an object moves over time.
Pressure	The force created by particles hitting each other in a solid, liquid or gas. Measured in newtons per metre squared (Nm ⁻²), or Pascals (Pa).
Moments	A turning force created by a lever. Measured in Newtonmeters (Nm).
Volume	The 3D space occupied by an object. Measured in centimetres cubed (cm ³), decimetres cubed (dm ³) or metres cubed (m ³).
Area	The 2D space covered by a flat object. Measured in centimetres squared (cm ²) or metres squared (m ²).
Force	A push or a pull on an object. Can accelerate it (make it speed up or slow down), change its direction or change its shape. Measured in Newtons (N).
Equilibrium	When an object is either still, or moving in a straight line at a constant speed, all the forces are balanced.
Solid	Material with particles joined together in a pattern, close together. Has a stable shape.
Liquid	Material with particles close together but only loosely / briefly joined. Flows to fill the bottom of a container.
Gas	Material with particles far apart, not joined at all. Fills any 3D space it is in.

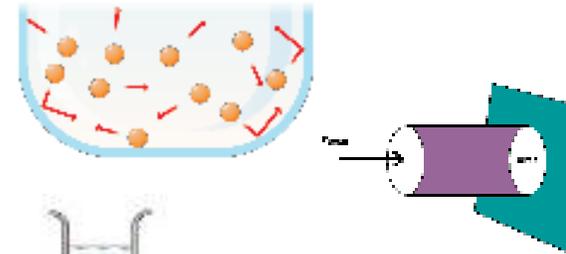
B - Moments

A moment is the turning force (measured in newton meters Nm). It's calculated by multiplying Force (N) x Distance from a pivot (m). When an object is still (in equilibrium), the moments are the same in each direction.

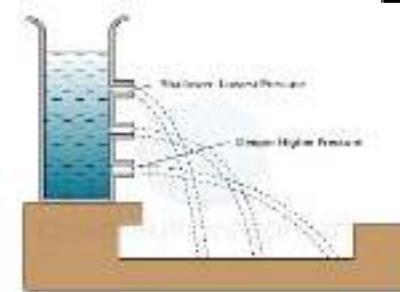


C - Pressure

In gases, the moving particles hit the walls of the container, pushing it out. The more particles and the faster they move, the more force. The pressure is larger.



In liquids, gravity pulls the liquid down. This means the deeper the liquid the greater the weight of water. So the pressure is greater.



In solids, the force applied through a solid object is applied over the area that's touching another object. The bigger the area, the more the force is spread out. The pressure is less.

E - Speed

$$\text{Speed (ms}^{-1}\text{)} = \frac{\text{Distance (m)}}{\text{Time (s)}}$$

To calculate the average speed, divide the distance travelled in metres by the time taken to move in seconds.

G - Extra help

BBC Bitesize



QR Kerboodle

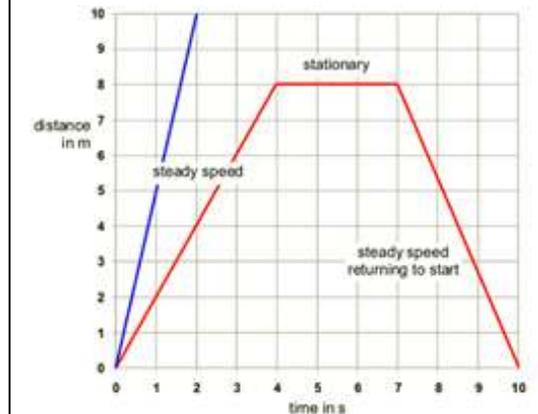


Subject: Science
Year group: 8
Topic: Motion and Pressure



D - Distance / time graphs

A straight line upwards means a constant speed away from the start. A flat line means still and a straight line downwards means a constant speed towards the start. The steeper the line, the faster the object is going.



F - Pressure equation

$$\text{Pressure (Pa)} = \frac{\text{Force (N)}}{\text{Area (m}^2\text{)}}$$

$$P = \frac{F}{A}$$

A: Key terms

Coast
Fetch
Weathering
Erosion
Headland
Bay
Wave-cut platform
Spit
Bar
Tombolo
Deposition
Fetch
Wave height
Wave length
Crest
Trough
Mass movement
Hard Engineering
Soft Engineering
Stakeholder
Sea-level rise
Storm Surge

B: Processes on the coast

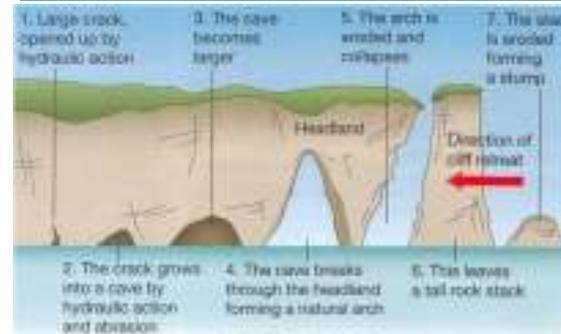
Weathering

Mechanical weathering such as freeze thaw occurs on the cliff faces.
Biological weathering occurs on sand dunes and the tops of cliffs.
Chemical weathering occurs when acid in the rain and sea react with the rocks on the coast

Erosion

Different types of erosion occur inside the river channel and on the river banks. These include, abrasion, attrition, solution and hydraulic action.

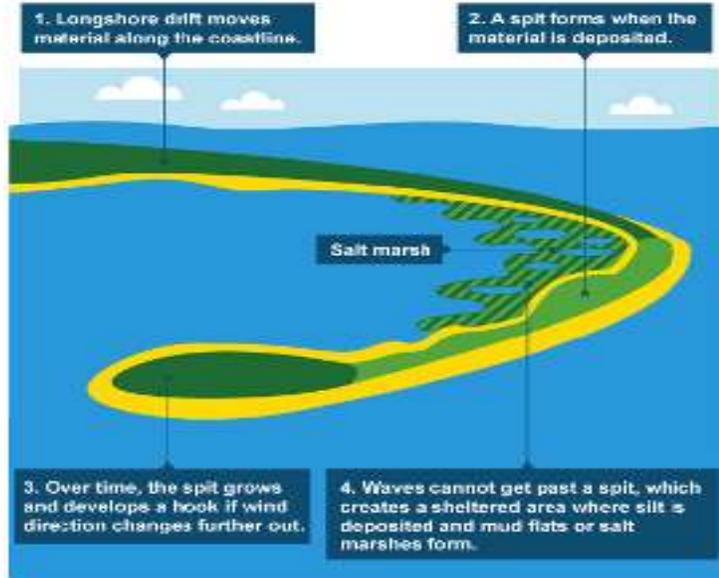
C: Erosion landforms(key knowledge)



Subject: Geography
Year group: 8
Topic: Coasts



E: Spit formation (image)



F: WAGOLL

Explain how a stack is created (6)

Explain means tell me how/ why the stack has been created.

Weathering and erosion on the coast can lead to landforms such as a **stack** being created. A large **crack** on a **headland** is opened up by **hydraulic action**. **Hydraulic action** occurs when the **power of the waves** hits the headland. This crack gets bigger and eventually turns into a **cave**. **Abrasion** also increases erosion on the coast as **sediment and stones** hit and scrape away at the headland. Eventually the **cave** erodes all the way through to create a **sea arch**. Over time the roof of the arch collapses as it can not hold its weight, this leaves behind a **stack**. Over time this stack can erode even further leaving a **stump**.

D: Waves

Constructive Waves

- Low energy
- Smaller fetch
- Deposit material
- Create beaches
- Strong swash
- Weak backwash
- Long wavelength
- Low wave height

Destructive Waves

- High energy
- Longer fetch
- Erode material
- Erode beaches
- Weak swash
- Strong backwash
- Short wavelength
- High wave height

G: Wider thinking - Case Study: Hemsby, Norfolk

Causes: longshore drift, soft rock, destructive waves

Impacts: loss of homes, loss of sand dunes, economic loss (tourism), house prices reduce

Responses: groynes, gabions, breakwater, revetments

FURTHER LEARNING:

<https://www.bbc.co.uk/education/topics/z6bd7ty>

A: Keywords

Anti-Saloon League
Black Market
Boom
Bootlegger
Consumer goods
Consumerism
Depression
Flapper
Hire purchase
Import duties
Isolationism
Mass production
Prohibition
Speakeasy
Stock market
Tariff
Temperance Movement
Xenophobia
Immigration
Lynching
Congress
Jim Crow Laws

B: Key knowledge

There are four reasons why Prohibition was introduced:

1. National mood - when America entered the war in 1917 the national mood also turned against drinking alcohol. The Anti-Saloon League argued that drinking alcohol was damaging American society.
2. Practical - a ban on alcohol would boost supplies of important grains such as barley.
3. Religious - the consumption of alcohol went against God's will.
4. Moral - many agreed that it was wrong for some Americans to enjoy alcohol while the country's young men were at war.

F: Key knowledge

WAGOLL: Why was Source B produced (AO1/AO3)

Source B is a primary source produced by Abel Meeropol during the 1920's as a response to the lynching's that were taking place during the 1920's. Within the source it states that 'southern trees bear strange fruit' referring to the fact that most of this was taking place in the South. The reference to 'blood' and 'bodies swinging' is intended to make the reader aware that black Americans were hung from trees, beaten, killed and then left there 'for the sun to rot'. The author of the source was a sympathiser of black Americans who was around at the time these events were taking place. He wrote this poem, which was later released as a song to express his distaste and the disturbance at the continuation of racism in America in the 1920s after seeing a photograph of a lynching that he claimed 'haunted him for days'. At the time this source was made black Americans were being segregated, particularly in the South, under the Jim Crow Laws. The position in society was lower than anybody else's. They were often dragged from their homes, beaten, lynched and inevitably killed. There were some people around at the time who were disgusted with this treatment however which is where poems and songs like this came from. This would therefore be intended to highlight the issue of lynching to make people realise how severe it was and what impact it was having on American lives.

E: Key knowledge

Source B The poem 'Strange Fruit' by Abel Meeropol, written in 1936 in response to lynchings of black Americans in the 1920s

southern trees bear strange fruit
 blood on the leaves
 blood at the root
 black bodies swinging in the southern breeze
 Strange fruit hanging from the poplar trees
 Pastoral scene of the gallant south
 The bulging eyes and the twisted mouth
 The scent of magnolia sweet and fresh
 Then the sudden smell of burning flesh
 Here is a fruit for the crows to pluck
 for the rain to gather
 for the wind to suck
 for the sun to rot
 for the tree to drop
 here is a strange and bitter crop

C: Key knowledge

Prohibition failed. Here are six reasons why:

1. There weren't enough Prohibition agents to enforce the law - only 1,500 in 1920.
2. The size of America's boundaries made it hard for these agents to control smuggling by bootleggers.
3. The low salary paid to the agents made it easy to bribe them.
4. Many Americans never gave their support to Prohibition and were willing to drink in speakeasies - bars that claimed to sell soft drinks, but served alcohol behind the scenes.
5. Gangsters such as Al Capone made money from organised crime.
6. Protection rackets, organised crime and gangland murders were more common during Prohibition than when alcohol could be bought legally.

D: Key knowledge

Effects:

- Prohibition created an enormous public demand for alcohol.
- Gang leaders such as Al Capone and Bugs Moran .
- Capone claimed that he was only a businessman, but between 1927 and 1930 more than 500 gangland murders took place.
- The most infamous incident was the St Valentine's Day massacre in 1929.
- Capone was imprisoned for income-tax evasion and died from syphilis in 1947.
- It has been estimated that during Prohibition, \$2,000 million worth of business was transferred from the brewing industry and bars to bootleggers and gangsters.

G: Wider thinking / further reading

- <http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/>

A. Key terms

Les domiciles • Homes

j'habite	<i>I live</i>
la maison	<i>house</i>
l'appartement (m)	<i>flat</i>
la rue	<i>street/road</i>
à la campagne	<i>in the country</i>
dans un village	<i>in a village</i>
dans une ville	<i>in a town</i>

Les adjectifs • Adjectives

petit	<i>small</i>
grand	<i>big</i>
beau/belle	<i>beautiful</i>
joli(e)	<i>pretty</i>
vieux/vieille	<i>old</i>
nouveau/nouvelle	<i>new</i>
neuf/neuve	<i>brand new</i>
moderne	<i>modern</i>
confortable	<i>comfortable</i>
gros(se)	<i>big (for animals and objects)/fat</i>

Les prépositions • Prepositions

dans/devant	<i>in/in front of</i>
derrière	<i>behind</i>
entre	<i>between</i>
sous	<i>under(neath)</i>
sur	<i>on</i>
à côté de	<i>next to</i>
à droite de/à gauche de	<i>on the right of/on the left of</i>
en face de	<i>opposite</i>

Les meubles et les appareils

• Furniture and appliances

l'armoire (f)	<i>wardrobe</i>
le bureau	<i>desk</i>
le canapé/la chaise	<i>sofa/chair</i>
la douche	<i>shower</i>
la fenêtre	<i>window</i>
le frigo	<i>fridge</i>
le lavabo	<i>wash basin</i>
le lit	<i>bed</i>
la machine à laver	<i>washing machine</i>
la télé (satellite)	<i>(satellite) TV</i>

Les pièces • Rooms

Chez moi, il y a ...	<i>In my home, there is/are ...</i>
la chambre (de mes parents/de ma sœur)	<i>(my parents'/my sister's) bedroom</i>
ma chambre	<i>my bedroom</i>
la cuisine	<i>kitchen</i>
le jardin	<i>garden</i>
la salle à manger	<i>dining room</i>
la salle de bains	<i>bathroom</i>
le salon	<i>living room</i>
les toilettes	<i>toilet</i>
Il n'y a pas de ...	<i>There isn't a .../There aren't any ...</i>

Les mots essentiels • High-frequency words

chez (exemple: chez moi)	<i>at someone's home (e.g. at my home)</i>
ici	<i>here</i>
là	<i>there</i>
là-bas	<i>over there</i>
voilà	<i>here is/here are</i>
plus	<i>more</i>
moins	<i>less</i>
il y a	<i>there is/there are</i>
pour	<i>for</i>

B. Key knowledge

Le petit déjeuner • Breakfast

Qu'est-ce que tu prends pour le petit déjeuner?	<i>What do you have for breakfast?</i>
Je mange/Je prends ...	<i>I eat/I have ...</i>
du beurre/du pain	<i>butter/bread</i>
de la confiture	<i>jam</i>
des céréales	<i>cereals</i>
un croissant	<i>a croissant</i>
un pain au chocolat	<i>a pain au chocolat</i>
une baguette	<i>a baguette</i>
une brioche	<i>a brioche (sweet loaf)</i>
une tartine	<i>a slice of bread and butter</i>
Je bois/Je prends ...	<i>I drink/I have ...</i>
du café/du lait/du thé	<i>coffee/milk/tea</i>
du chocolat chaud	<i>hot chocolate</i>
du jus d'orange	<i>orange juice</i>

Le dîner • Evening meal

du fromage/du poisson	<i>cheese/fish</i>
du poulet/du riz	<i>chicken/rice</i>
de la soupe	<i>soup</i>
de la viande	<i>meat</i>
des crêpes	<i>pancakes</i>
des crudités	<i>crudités</i>
des escargots	<i>snails</i>
des légumes	<i>vegetables</i>
des pâtes	<i>pasta</i>
des plats à emporter	<i>takeaway food</i>
des pommes de terre	<i>potatoes</i>
des tomates	<i>tomatoes</i>
un fruit	<i>a piece of fruit</i>
un steak-frites	<i>steak and chips</i>
un yaourt	<i>a yoghurt</i>
une mousse au chocolat	<i>a chocolate mousse</i>
Je suis végétarien(ne).	<i>I'm a vegetarian.</i>

E.



F. WAGOLL

Salut, Nadia! J'ai déménagé hier! J'habite maintenant dans une vieille maison dans un petit village. Ma nouvelle maison est très jolie et confortable, mais elle est plus petite que ta maison. Il y a un beau salon, une jolie cuisine moderne et trois chambres, mais il n'y a pas de salle à manger.

Qu'est-ce que tu vas faire en février? D'habitude, ma mère fait des crêpes pour la Chandeleur, mais cette année, on va manger à la crêperie. J'adore les crêpes au chocolat! Et toi?

L'année dernière, je suis allée à Nice, pour le carnaval, avec ma famille. On a regardé les défilés et le feu d'artifice. J'ai pris beaucoup de photos avec mon portable. J'ai beaucoup aimé le carnaval. C'était fabuleux!

Year 8 French

Chez moi, Chez toi



C. Key knowledge

Les provisions • Food shopping

Il faut acheter ...	<i>(I/We/You must buy ...)</i>
du chocolat	<i>chocolate</i>
du fromage/du jambon	<i>cheese/ham</i>
de la crème Chantilly	<i>whipped cream</i>
de la farine	<i>flour</i>
des bananes	<i>bananas</i>
des champignons	<i>mushrooms</i>
des fraises	<i>strawberries</i>
des œufs	<i>eggs</i>
des pommes	<i>apples</i>

D. Key knowledge

Les quantités • Quantities

un litre de ...	<i>a litre of ...</i>
un paquet de ...	<i>a packet of ...</i>
une tranche de ...	<i>a slice of ...</i>
cinq cents grammes de ...	<i>500 grams of ...</i>
un kilo de ...	<i>a kilo of ...</i>
une tablette de ...	<i>a bar of ...</i>
une bombe de ...	<i>a spray can of ...</i>

G. Wider thinking

Linguascope.com

Beginner level

Mon environnement

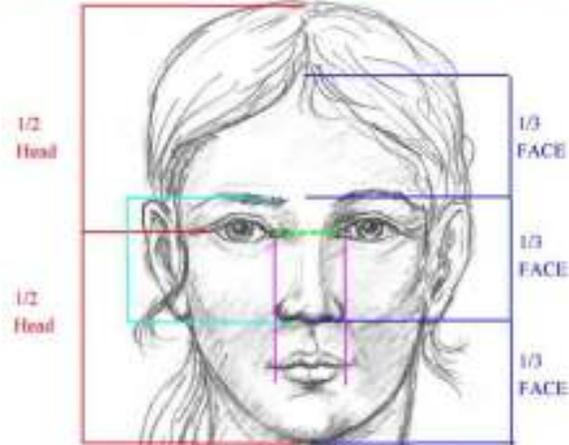


A. Key terms

Formal Elements	The parts used to make a piece of artwork.
Line	Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be geometric or irregular .
Form	Form is a three dimensional shape , such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.
Tone	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows .
Texture	This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual texture really exists, so you can feel it or touch it; Visual texture is created using marks to represent actual texture.
Pattern	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif . Motifs can be simple shapes or complex arrangements.
Colour	Red, yellow and blue are primary colours , which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours.

B. Portrait Proportion

BASIC FULL FACE PROPORTIONS



The eyes are halfway between the top of the head and the bottom of the chin. The FACE is divided into 3 parts: from hairline to eyebrow, from eyebrow to bottom of nose, from nose to chin. The distance between the eyes (in green) is approximately the width of one eye. This is the same width of the nose (and to some extent, the mouth at rest). The ear length is from the eyebrow to the bottom of the nose. (In light blue)

E. Existing similar examples



C. Grid method



In a nutshell, the **grid method** involves **drawing a grid** over your reference photo, and then **drawing a grid** of equal ratio on your work surface (paper, canvas, wood panel, etc.). To use the **grid method**, you need to have a ruler, a paper copy of your reference image, and a pencil to draw lines on the image.

D. Stretch and Challenge

Look at the work of Wes Namen, Carl Beazley, Pablo Picasso, Jeff Huntington and Francis Bacon. What formal elements can you see in their work?

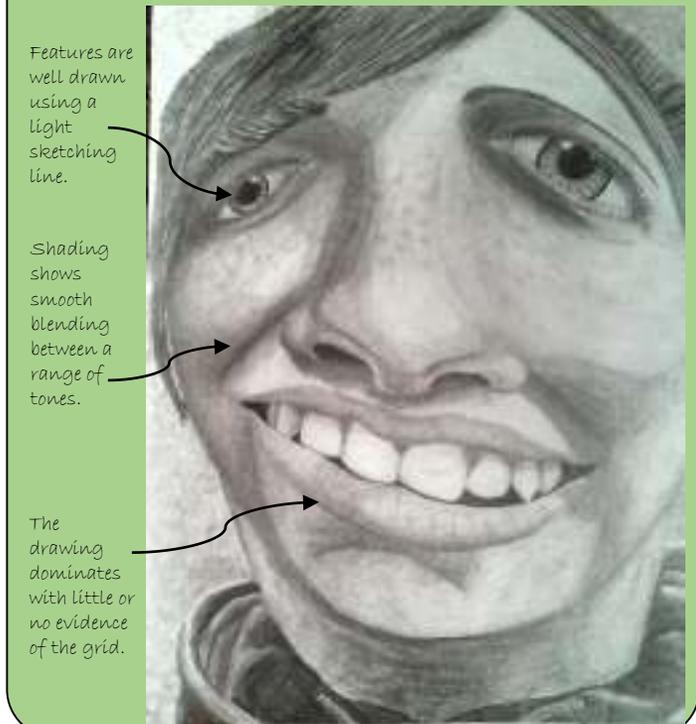
Subject: Art

Year group: 8

Topic: Distorted Portraits



F. Expert modelling example



G. Wider thinking

www.artcyclopedia.com

A. Key terms

Kneading

The word *kneading* means to work dough, to develop the gluten that is found in flour, this gives baked goods their structure and texture. When making dough, the flour and other dry ingredients are combined with the wet ingredients, usually warm water, along with yeast.



Handling raw meat

Always wash hands with warm water and soap for 20 seconds before and after handling raw meat. **Don't cross-contaminate!** Keep raw meat, poultry, fish, and their juices away from other food. Wash cutting board, utensils, and countertops with hot, soapy water after use.



Melting method

Fats and sugars that are melted together in a saucepan. Once melted or dissolved they are then mixed together with dry ingredients such as flours or oats etc. to make your required cake or bake.



Coating

Chicken can be coated by dipping it in an egg batter then "coated" with flour and breadcrumbs.



B. Kitchen equipment

Saucepan

Saucepan is a metal container of moderate depth, usually having a long handle and sometimes a cover, for stewing, boiling, Used on the hob of a cooker



Colander

Colander definition, a metal or plastic container with a perforated bottom, for draining and straining foods.



Pastry brush

A pastry brush is a cooking utensil used to spread butter, oil or glaze on food. Modern kitchen brushes may have silicone bristles, some brushes may and natural or plastic bristles.



Palette knife

A palette knife is a knife with a broad, flat, flexible blade. It can be useful when making bread and pastry.



D. Four C's of food hygiene

Cleaning - Clean kitchen surfaces after preparing foods; try to 'clean as you go'

Cooking - Check food is piping hot before serving. Double check that sausages, burgers, pork and poultry are cooked right through

Chilling - Do not put hot food directly into the fridge or freezer, let it cool sufficiently first.

Cross-contamination - Keep raw foods separate from cooked and ready-to-eat food at all times. In particular keep raw meat, fish

Subject: Catering
Year group: 8
Topic: Food Safety



C. Kitchen safety

To prevent cross-contamination from occurring, its very important to use the correct chopping boards

This is a safety and health hazard and using colour-coded boards will help you keep track of which food is cut on which board



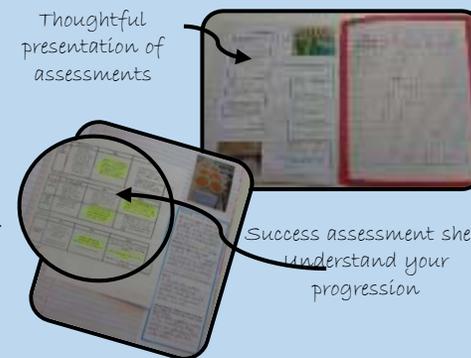
E. Existing products and presentation



F. Expert modelling – Evaluations

Assessments should highlights areas of development. This could include skills, timing or health and safety.

Try to always explain why you found things difficult or how you could improve in future practical's.



G. Wider thinking

www.foodafactoflif.org.uk

<https://www.youtube.com/watch>
(search Bacteria Bites)

a.) Keywords:

Stimulus: A starting point; for e.g. a photo, a poem, a song, etc.

Genre: A style; for e.g. a tragedy, comedy or romance.

Dramatic Conventions: Drama techniques; for e.g. slow motion, audience aside, etc.

Collaboration: To work with a person or a group to produce or create something.

Interpretation: The action of explaining the meaning of something (usually personal to the spectator/observer).

Adaptation: Material re-written according to the needs of a play and/or musical.

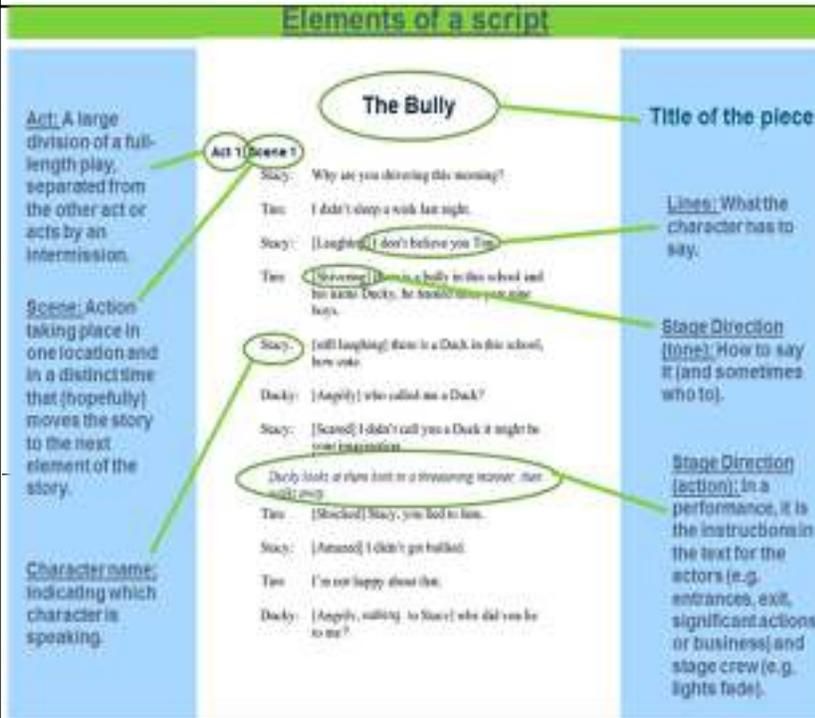
Role-on-the-wall: An outline of a person with information written on/around it (representing the character you're exploring).

Devising: A group come up with an idea, often in response to a stimulus, to create performance material **collaboratively**. There is no script provided.

b.) Playwright Definition:

A playwright (also known as a Dramatist) is a person who writes a script and constructs a main idea for a play.

e.) How to structure a script:



f.) Playwright influences:

Personal experiences; Social issues; Religion; Politics; Historical events; News and Media; Stimuli – images, poetry etc., and anything else that evokes thought!

Subject: Drama
Year group: 8
Topic: Playwriting



c.) The 5 W's:

Writing a play is hard work and requires lots of planning and preparation! Therefore, it is important to consider the **5W's (Who, What, Where, When and Why)** before writing a play; these are as follows...
Who are you writing for? **What** is your play about?
Where does your play take place? **When** does your play take place? And **Why** this particular story?

d. Notable playwrights:

Shakespeare Caryl Churchill John Godber



g.) **CHALLENGE**

How many playwrights can you name?

Subject: Music
Year group: 8
Topic: Rock n Roll

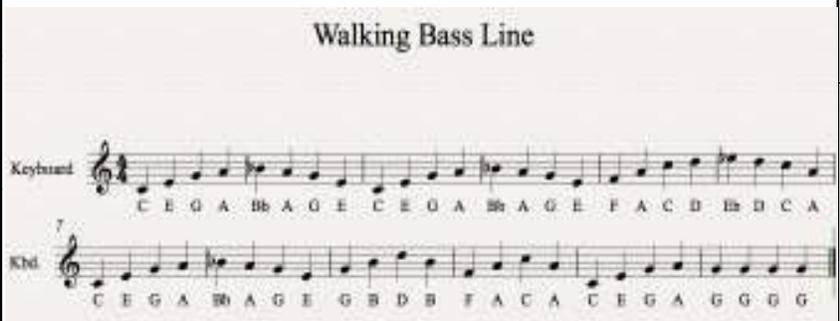
a.) Keywords	
Twelve Bar Blues	The 12 note chord pattern which is repeated in Blues and Rock n Roll music.
Bass Line	Root notes of a chord which are played at a low pitch.
Walking Bass	Walks through the notes of each chord, one note per beat.
Ensemble	A group of musicians playing together.
Accompaniment	Supports the melody line but is played in the background e.g. drone, ostinato or chords.
Lyrics	The words in a song.
Civil Rights Movement	To achieve equality between white and Black people in the 50s and 60s in America.
Rhyme	Where a word or syllable corresponds with each other at the end of a line.
Remember- you need to know the elements of music: Pitch, duration, dynamics, tempo, timbre, texture, structure.	

b.) Civil Rights- The Civil rights movement was a struggle for social justice that took place mainly during the 1950s and 1960s for black people to gain equal rights under the law in the United States. The Civil war had officially abolished slavery, but it didn't end discrimination. In the Civil Rights Act of 1964 the President John F Kennedy, was witnessed signing the act by many activists. The law guaranteed equal employment for all and allowed the authorities to ensure public facilities were integrated.



f.) Walking Bass Line- Remember you must use your left hand when playing the walking bass line. To work out a flat, find the note then go down to the closest black note.

Walking Bass Line



Keyboard: C E G A B \flat A G E C E D A B \flat A G E F A C D B \flat D C A

Kbd: C E G A B \flat A G E G B \flat D B F A C A C E G A G G G G

c.) Famous Leaders
 Martin Luther King- He was a social activist and Baptist minister Who played a key role in the American civil rights movement from the mid- 1950s until his assassination in 1968. Martin Luther King is famous for his "I have a dream" speech.
 Rosa Parks- By refusing to give up her seat to a white man on Alabama city bus in 1955, Rosa Parks helped initiate the civil Rights movement in the United States.

d.) Top Tips- To make sure you know the notes on the keyboard and that you will play to chords in your right Hand.
 C- CEG
 F- FAC
 G- GBD



Challenge

g.) To research key words which are linked to the Civil Rights movement which you can use in your song.

A. Skill related components of fitness

Balance:

An equal distribution of weight which allows an athlete to remain upright and stable.

Coordination:

The ability to use different parts of the body together easily and efficiently.

Reaction Time:

The amount of time taken for a person to respond to a given stimulus or event.

Agility:

The ability to move quickly and accurately in a wide range of directions with ease.

Power:

The ability to exert maximal force in the shortest amount of time possible.

Speed:

The ability to move quickly across the ground and move limbs fast and efficiently.

Health Related Components Of Fitness

Body Composition:

The percentage of body weight that is either fat, muscle or bone.

Flexibility:

The capacity of a joint or muscle to move through its full range of motion easily.

Muscular Strength:

The maximal force you can apply against a load.

Muscular Endurance:

The ability of a muscle group to sustain repeated contractions against a resistance for an extended period of time.

Cardiovascular Endurance:

The ability of the heart, blood cells and lungs to supply Oxygen to the working muscle tissues and the ability of the muscles to use oxygen to produce energy for movement.

B. Health related components of fitness

Involves exercise activities that you do in order to try to improve your overall physical health.



F. Fitness tests

Fitness Tests have been created in order to measure components of fitness, help enhance physical health and sporting performance...

Example:

To test one's flexibility you can use the sit and reach



- Use a sit and reach box.
- Put feet against box with straight legs and reach forward.
- Flexibility measured next to national averages.

Subject: PE

Year group: 8

Topic: Components of Fitness



C. Key definitions

Health:

The state of complete physical, mental and social wellbeing not merely the absence of illness or infirmity.

Fit:

The ability to meet the demands of the sporting environment.

D. Skill related components of fitness

Includes training to improve athlete's performance for their particular sport or activity by focusing on their technique and implementation of each skill.

G.

An athlete does not always have to be healthy in order to be fit.
Example:

A sumo wrestler is fit as they meet the demands of their sporting environment by being so big it helps them defeat their opponent because it is harder to defeat them. However, a sumo wrestler is physically not healthy as they are specified as either overweight or obese.

DID YOU KNOW...