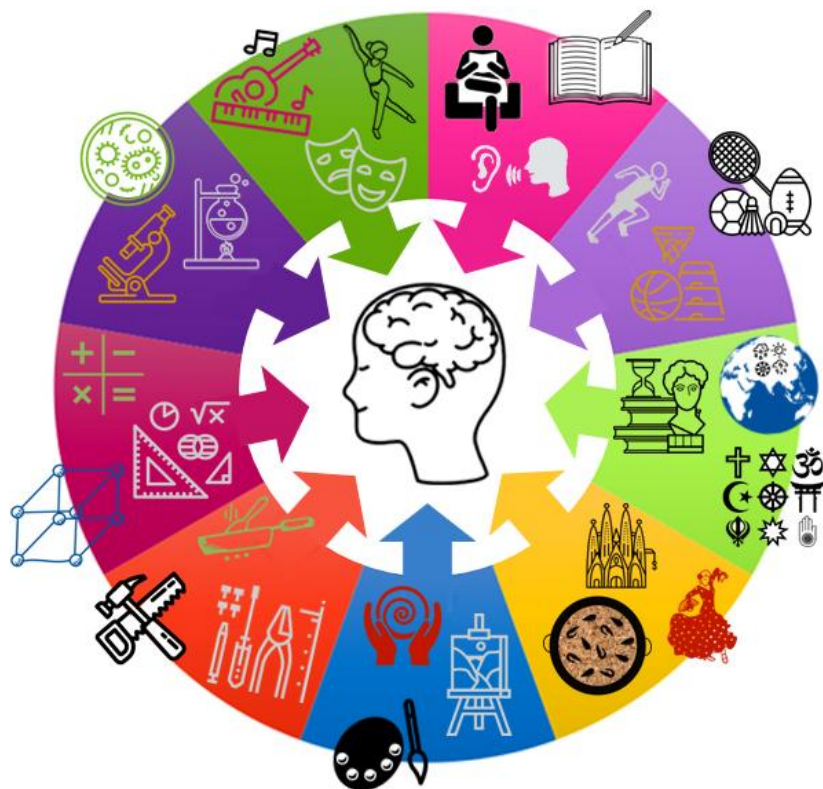


100% book - Year 9 Mainstream

Aim to memorise 100% of the knowledge on these Knowledge Organisers

Term 2



Swindon Academy 2025-26

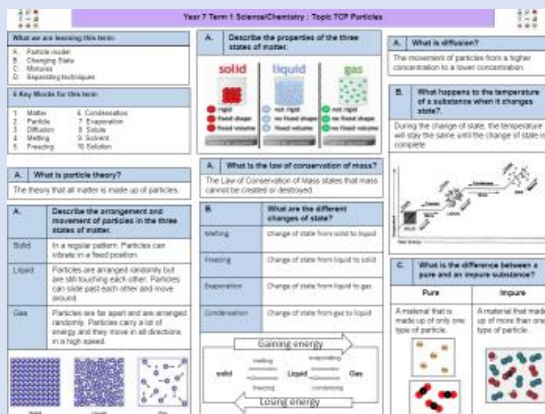
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Tutor Group:	
Tutor & Room:	

"If you are not willing to learn, no one can help you.

If you are determined to learn, no one can stop you."

Using your Knowledge Organiser and Quizzable Knowledge Organiser

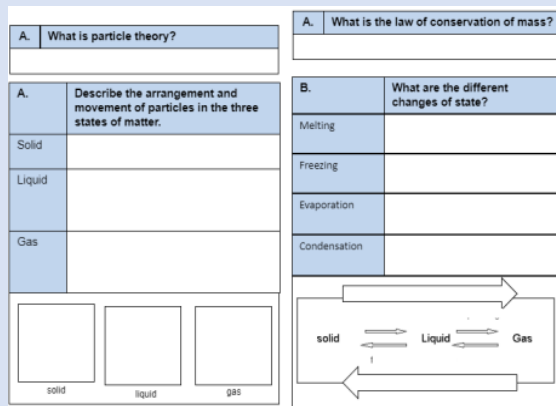
Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.

Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John Reed, discovers her and hits her. She fights back and is sent to the red-room.
2	Jane is locked in the red-room. She sits in turmoil until she hears and sees something odd. She begs to be let out. She faints.
3	Jane wakes up in the nursery. Bessie and Mr Lloyd are there. Jane is miserable. Mr Lloyd talks to Jane about going to school.
4	Jane is visited by Mr Brocklehurst, the headteacher at Lowood School. After his visit, Jane and Mrs Reed argue. Jane says she will never call her 'aunt' again.
5	Jane travels to Lowood School. She meets Miss Temple, the kind teacher, and Helen Burns, another pupil.
6	Helen is thrashed for having dirty hands. Later, she talks with Jane and explains that it is better to forgive and be patient than to get angry and seek revenge.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a liar in front of all the teachers and pupils. Helen smiles at Jane, bringing Jane hope.
8	Afterwards, Jane and Helen visit Miss Temple. Miss Temple says she believes that Jane is not a liar. Jane listens to Miss Temple and Helen's fascinating conversations. Miss Temple hears from Mr Lloyd that Jane is not a liar and tells the school.
9	Jane enjoys the area around Lowood in the spring. Typhus breaks out at Lowood School. Lots of girls get sick. Many die. Helen Burns dies of tuberculosis.
10	Eight years pass. Jane has become a teacher at Lowood School. Mr Brocklehurst had his power removed when his treatment at the school was discovered. Jane applies to be a governess for a family at Milcote.

The Big Ideas:

1	Social Class: Jane is an orphan and dependent on the charity of her extended family. Jane is poor and of low class – powerless. She suffers abuse by John Reed, her 'master' Lowood is harsh and corrupt – religious hypocrisy.
2	Growth: Jane is constantly growing and maturing. She is an adult reflecting back on her childhood in the novel. She learns to manage her emotions. Her relationships with others help her grow .
3	Oppression: Oppression of women. Jane's abusive childhood is a form of oppression. Adults oppressing children in a huge theme in the novel. Religion as a form of oppression. In the novel.
4	Role of women in society: Jane is angry at her place in society. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women are powerless.

Locations in the first 10 chapters

Gateshead Hall Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.
Lowood School Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.

Terminology: Key words

thesis – the main idea that you want to discuss throughout an essay.

juxtaposition – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

Characters in Jane Eyre

Jane Eyre The main character. A young, intelligent, and passionate orphan. "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"

Mrs Reed – Jane's aunt She neglects and abuses Jane and is glad to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"

Mr Brocklehurst – The governor of Lowood school A cruel and hypocritical Christian. He believes in driving evil from children through harsh discipline. "Punish her body to save her soul"

Helen Burns – Jane's friend A kind and forgiving Christian. She inspires Jane to be more patient and accepting. She dies of tuberculosis at 14. "Love your enemies; bless them that curse you; do good to them that hate you and despitefully use you."

Miss Temple The kind and understanding teacher at Lowood. Offers care and affection to Jane and Helen. "You shall be publicly cleared from every imputation: to me, Jane, you are clear now."

Vocabulary: Key words

protagonist – the main character

dependent – someone who relies on another person to support them financially. Jane is a **dependent** because she relies on Mrs Reed to feed, clothe and house her.

oppress (vb.) – to treat a group of people in an unfair way, often by limiting their freedom.

solitude – state or situation of being alone

sombre – serious or sad

conventional – normal or accepted way

obedience – submission to another's authority

ominous – something bad that is going to happen

clandestine – something that is done in secret

humiliate (vb.) – to make someone feel stupid or ashamed. If something makes you feel stupid or ashamed, you could describe it as **humiliating**.

hypocrite – someone who says one thing but does the opposite at another time.

comeuppance – when a villain receives some form of punishment for what they did.

Victorian attitudes to childhood

1	A child is a blank slate and can be trained to develop into a rational being.
2	A child is born completely innocent and pure . They are only contaminated by contact with corrupt forces.
3	The child is born evil and must therefore be controlled and punished in order to submit to the rules of God and society.

Biographical information

1	'Jane Eyre' written in 1847 by Charlotte Brontë.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at school and as a young woman.
3	'Jane Eyre' was unusual when it was published because it is written in the first-person from a female perspective.



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John _____, discovers her and hits her. She _____ back and is sent to the _____ - _____.
2	Jane is locked in the _____ - _____. She sits in turmoil until she hears and sees something odd. She begs to be let out. She _____.
3	Jane wakes up in the nursery. _____ and Mr _____ are there. Jane is _____. Mr _____ talks to Jane about going to school.
4	Jane is visited by Mr _____, the _____ at _____. After his visit, _____ and Mrs _____ _____. Jane says she will _____ call her ' _____ ' again.
5	Jane travels to _____ School. She meets Miss _____, the kind _____, and Helen _____, another _____.
6	_____ is thrashed for having _____ hands. Later, she talks with Jane and explains that it is better to _____ and be _____ than to get _____ and seek _____.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a _____ in front of all the _____ and _____. Helen smiles at Jane, bringing Jane _____.
8	Afterwards, _____ and _____ visit Miss Temple. Miss Temple says she believes that Jane is _____ a _____. Jane listens to Miss Temple and Helen's _____. Miss Temple hears from Mr _____ that Jane is not a _____ and tells the _____.
9	Jane _____ the area _____ in the _____. _____ breaks out at Lowood School. Lots of girls get _____. Many _____, Helen Burns _____ of _____.
10	_____ pass. Jane has become a _____ at _____. Mr _____ had his _____ when his _____ at the school was _____. Jane applies to be a governess for a family at Milcote.

The Big Ideas:

1	Social Class: Jane is an _____ and _____ on the _____ of her extended family. Jane is _____ and of _____ class – _____. She suffers _____ by John Reed, her 'master'. Lowood is harsh and _____ – religious _____.
2	Growth: Jane is constantly _____ and _____. She is an adult _____ back on her _____ in the novel. She learns to manage her _____. Her _____ with _____ help her _____.
3	Oppression: Oppression of _____. Jane's _____ childhood is a form of oppression. Adults oppressing _____ in a huge theme in the novel. _____ as a form of oppression in the novel.
4	Role of women in society: Jane is _____ at her place in _____. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women as _____.

Locations in the first 10 chapters

Gateshead Hall

Home of _____, _____, _____ and _____ grows up here. _____ is locked in the _____ - _____.

Lowood School

_____ is sent to _____ by Mrs _____. Mr _____ is the _____. Conditions are _____ and _____. The girls receive brutal _____ and are fed _____. A _____ outbreak _____ many of the girls.

Terminology: Key words

thesis –

juxtaposition –

Characters in Jane Eyre

Jane Eyre

Mrs Reed – Jane's aunt

Mr Brocklehurst – The governor of Lowood school

Helen Burns – Jane's friend

Miss Temple

Vocabulary: Key words

protagonist –

dependent –

oppress (vb.) –

solitude –

sombre –

conventional –

obedience –

ominous –

clandestine –

humiliate (vb.) –

hypocrite –

comeuppance –

Victorian attitudes to childhood

1 A child is a blank slate...

2 A child is born completely **innocent** and **pure**...

3 The child is born evil...

Biographical information

1 'Jane Eyre' written in _____ by Charlotte _____.

2 Parts of 'Jane Eyre' were influenced by Brontë's experiences at _____ and as a young _____.

3 'Jane Eyre' was unusual when it was published because it is written in the _____

**What we are learning this term:**

- A. Types of reaction C. Energy in Reactions
B. Catalysts

5 Key Words for this term

1. Decomposition 4. Endothermic
2. Oxidation 5. Displacement
3. Exothermic

A. What is a chemical reaction?

The breaking of bonds in reactants and making of bonds to form products. A new substance is formed

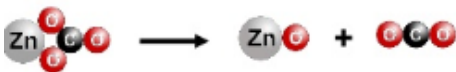
A. What is Thermal Decomposition?

Thermal decomposition is a chemical reaction where heat is used to break down a substance.

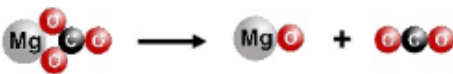
Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

Thermal decomposition is an endothermic reaction - it takes in more energy than it gives out

Examples: Zinc Carbonate $\rightarrow$ Zinc Oxide + Carbon dioxide
 $\text{ZnCO}_3 \rightarrow \text{ZnO} + \text{CO}_2$



Magnesium carbonate $\rightarrow$ Magnesium Oxide + Carbon dioxide
 $\text{MgCO}_3 \rightarrow \text{MgO} + \text{CO}_2$

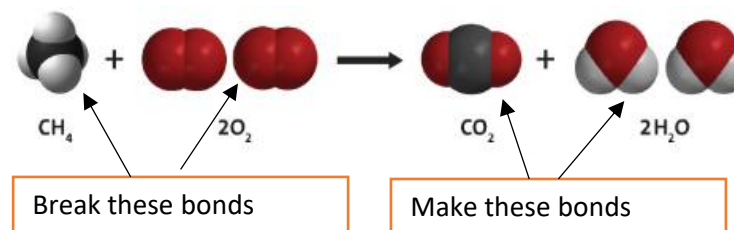
**A. What is Combustion?**

A chemical reaction where a fuel reacts with oxygen to make carbon dioxide and water

Does a combustion reaction give out energy, or take in energy from its surroundings?

Combustion is an exothermic reaction- it gives energy into the surroundings. It gives out more energy than it takes in.

Examples: methane + oxygen $\rightarrow$ carbon dioxide + water
 $\text{CH}_4 + 2\text{O}_2 \rightarrow \text{CO}_2 + 2\text{H}_2\text{O}$

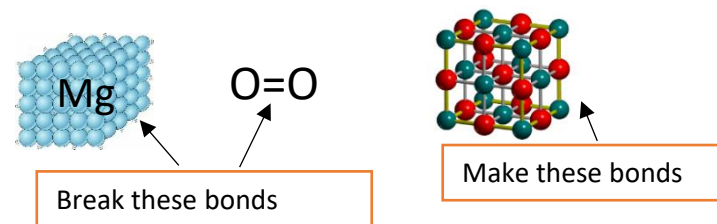
**A. What is oxidation?**

Oxidation is a chemical reaction where an element or compound reacts with oxygen

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Oxidation reactions are mostly exothermic reactions- giving energy to the surrounding. It gives out more energy than it takes in

Examples: Magnesium + Oxygen $\rightarrow$ Magnesium Oxide
 $\text{Mg} + \text{O}_2 \rightarrow \text{MgO}$



**What we are learning this term:**

- A. Types of reaction C. Energy in Reactions
B. Catalysts

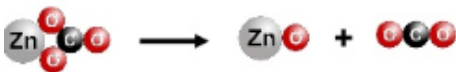
5 Key Words for this term

1. 4.
2. 5.
3.

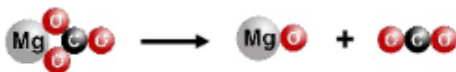
A. What is a chemical reaction?**A What is Thermal Decomposition?**

Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

Examples: Zinc Carbonate →

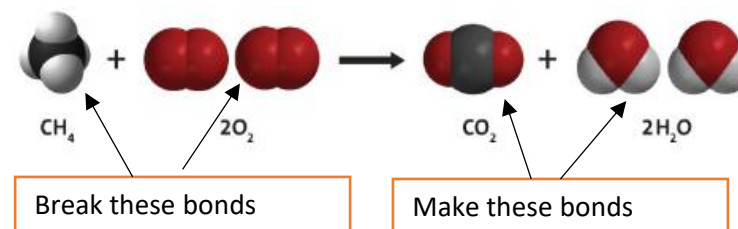


Magnesium carbonate →

**A. What is Combustion?**

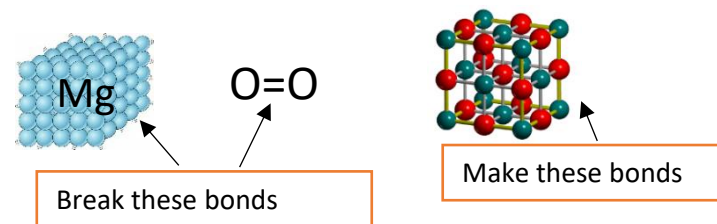
Does a combustion reaction give out energy, or take in energy from its surroundings?

Examples: methane + oxygen →

**A. What is oxidation?**

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Examples: Magnesium + Oxygen →



**B. What 2 things do you need for a successful reaction to happen?**

1. Particles to collide
2. Sufficient energy for a reaction to occur (activation energy)

B. What is the rate of a reaction?

The rate of reaction is the speed at which a chemical reaction is happening. This can vary hugely from reaction to reaction.

What factors can affect rate of reaction?	1.Changing temperature 2.Changing the concentration of a solution 3.Changing the surface area of a solid 4. Adding a catalyst
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B. What is a catalyst?

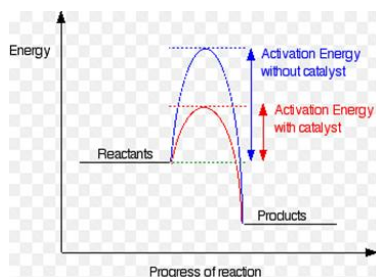
A catalyst is a substance which speeds up a chemical reaction without being used up.

- They are specific to each reaction

B. How do catalysts work?

Catalysts speeds up a reaction by:

- Lowering the activation energy
- More particles will now have sufficient energy to react

How can you show this on a reaction profile?**B. Why aren't catalysts written in the chemical equation of a reaction?**

Catalysts are not included in a chemical equation as they are not used up in a chemical reaction.

C. What is Activation energy?

The minimum energy required for a successful collision between reactants

What is a reaction profile?

A graph which show the energies of the reactants and products at different stages of the chemical reaction

C. What are exothermic and endothermic reactions?

	Exothermic reactions	Endothermic Reactions
What are they?	A reaction in which energy is transferred from the reacting substances to their surroundings	A reaction in which energy is transferred to the reacting substances from their surroundings.
Do things warm up or cool down?	Temperature increases : Energy is transferred to surroundings	Temperature decreases : Energy is absorbed from the surroundings
Bond making or breaking?	Bond making is an exothermic process	Bond breaking is an endothermic process
Reaction profile		



B.	What 2 things do you need for a successful reaction to happen?
1.	
2.	
B.	What is the rate of a reaction?
What factors can affect rate of reaction?	1. 2. 3. 4.
B.	What is a catalyst?
B.	How do catalysts work?
How can you show this on a reaction profile?	
B.	Why aren't catalysts written in the chemical equation of a reaction?

C.	What is Activation energy?	
What is a reaction profile?		
C.	What are exothermic and endothermic reactions?	
	Exothermic reactions	Endothermic Reactions
What are they?		
Do things warm up or cool down?		
Bond making or breaking?		
Reaction profile		



What we are learning this term:
A. Movement B. Breathing and Fitness C. Effect of drugs D. Aerobic and Anaerobic respiration E. Reproduction and Heredity

6 Key Words for this term
1. Chromosomes 2. Exchange 3. Anaerobic 4. Respiration 5. Aerobically 6. Cilia

A.	What are the 4 functions of the Skeletal System?
	Movement, support, protection and making red blood cells

A	Support – what is the main function of the spine?
	The spine supports the upper body and allows us to stand upright.
Protection – what is the function of the following:	
Ribcage	Protects the heart and lungs
Cranium (skull)	Protects the brain

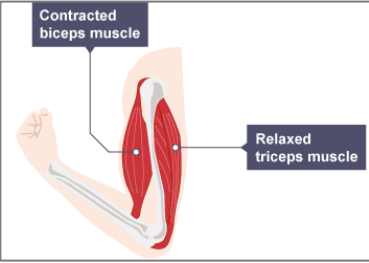
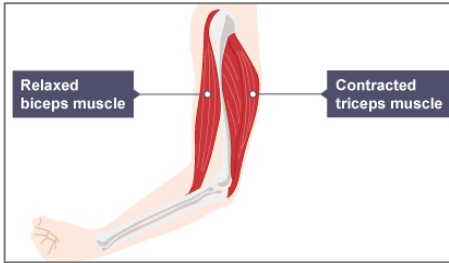
A	Making blood cells – what part of the bone makes blood cells?
	Bone marrow produces: 1. Red blood cells (which transport O ₂ and CO ₂) 2. White blood cells (some of which fight disease) 3. Platelets (which cause blood clotting e.g. when we cut ourselves)
Why are bones hollow?	
	Long bones in the body are hollow – in the middle of the bone is a marrow cavity . The cavity contains bone marrow , from which blood is produced.

A.	Movement and muscles
What are the following:	
Ligaments	Bones are attached to each other by ligaments .
Muscles	A collection of tissues which can contract and relax, causing other body parts (including bones) to move.
Tendons	Muscles are attached to bones by tendons . They are a strong, flexible tissue attaching a muscle to a bone.

A.	How does the muscular system help us move?
	This system allows us to move by contracting and relaxing our muscles

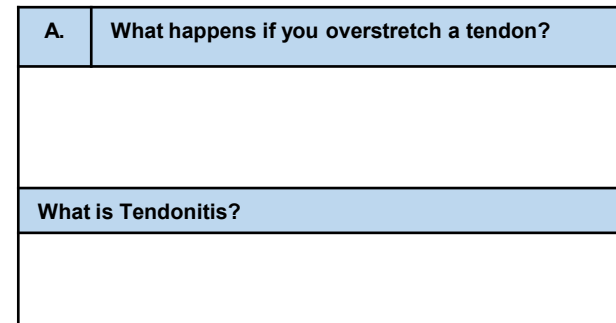
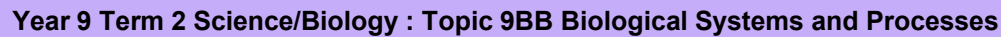
A.	How do your muscles move your bones?
	Muscles exert a force on bones to move them.

A.	What is Biomechanics?
	Biomechanics is the working together of the skeletal system and the muscular system to help us move.

A	What are antagonistic muscles?
	In order to move bones in two directions (e.g. bending then stretching your arm), muscles are paired antagonistically (one moves the bone in one direction, the other in the opposite direction).
How do they work?	 Contracted biceps muscle Relaxed triceps muscle  Relaxed biceps muscle Contracted triceps muscle
1. To raise the forearm, the biceps contracts and the triceps relaxes. 2. To lower the forearm again, the triceps contracts and the biceps relaxes.	

A.	What is Osteoporosis
	Osteoporosis is a condition in which someone loses bone density, making their bones fragile so they are more likely to break bones.
What are rickets?	
	Rickets can be caused by a deficiency of calcium or vitamin D . Rickets causes bone pain, and soft bones which can deform.

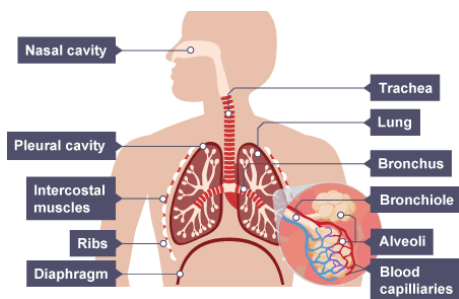
A.	What happens if you overstretch a tendon?
	Over-stretching a tendon can cause it to snap. Tendons will heal themselves but become shorter in the process because the two severed ends overlap to heal, reducing flexibility
What is Tendonitis?	
	As the body tries to heal a tendon, it will swell and become painful. This is called tendonitis , and includes tennis elbow .





B. What is the Respiratory System?

The organ system responsible for exchanging gases with the environment.



How does the respiratory system work?

- Air enters the body through the nasal cavity.
- Travels down the trachea, then one of two bronchi,
- Travels to one of many bronchioles and ends up in the alveoli.
- Oxygen diffuses into the blood stream.
- Carbon dioxide diffuses in the opposite direction,
- It then follows the reverse of the above journey, to leave the body.

B. Measuring lung capacity: what do the following terms mean?

Vital capacity	The volume of air you can breathe out after breathing in as much as you can.
Residual volume	Volume of air left in the lungs after breathing out as much as you can.
Tidal volume	Volume of air in a normal breath (in or out).

What can you use to measure Lung Capacity?

A spirometer

What is the equation for lung capacity?

$$\text{Lung capacity} = \text{vital capacity} + \text{residual volume}$$

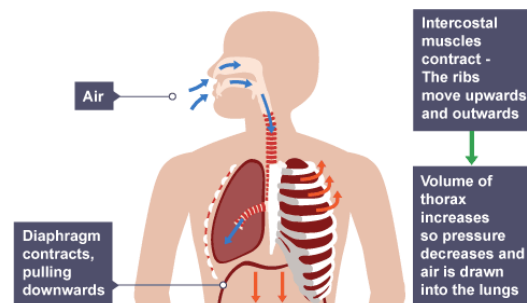
B. What is Ventilation?

Ventilation is the process of bringing gas in and expelling gas from the body.

Why are ventilation and Respiration different?

Respiration is a chemical reaction which happens in the body's cells and releases energy.

Ventilation is the process of bringing gas in and expelling gas from the body.



B. What is Asthma?

Asthma is a disease where airways become inflamed. The muscles around the bronchioles **contract**, constricting the airways and making breathing difficult.

What triggers Asthma?

Asthma is **non-communicable** but can be **triggered** by environmental factors such as infections, allergies and exercise

How can it be treated?

Asthma is treated using **steroids**.

B. What effects can smoking have on the gas exchange system?

- Destroys **cilia** in the airways so they are less able to sweep **mucus** containing pathogens out of the lungs, leading to **smoker's cough**
- Irritates the **bronchi**, causing **bronchitis**
- Destroys alveoli, reducing the surface area for gas exchange and causing **emphysema**
- Cigarette smoke contains **carbon monoxide** (CO) which binds to red blood cells, so they can carry less oxygen to cells and the **heart has to work harder**
- Increases the risk of lung, throat, mouth and oesophagus cancers

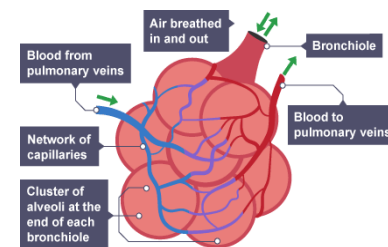
B. Where does gas exchange happen?

The lungs are the site of gas exchange between the body and the environment.

Oxygen for respiration diffuses into the bloodstream and waste carbon dioxide diffuses out of the blood into the alveoli, from where it is expelled in ventilation.

What are Alveoli?

Balloon-like structures which are responsible for exchanging oxygen and carbon dioxide between the blood and the lung cavity

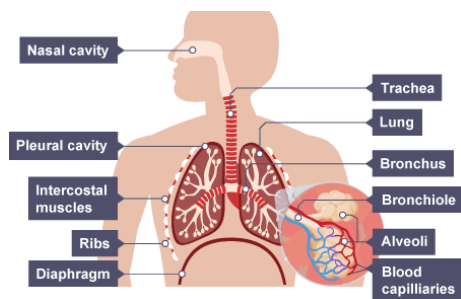
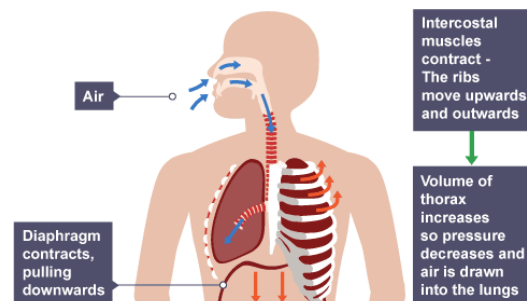
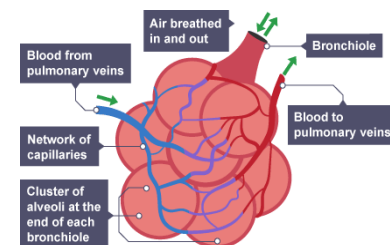


What adaptations do the alveoli have?

- High surface area** thanks to their balloon-like shape
- Many **capillaries** give a **good blood supply** for gas exchange
- Walls only **one cell thick**
- Moist** walls pick up gases (gases dissolve in water)

What is Diffusion?

Diffusion is the net movement of anything (for example, atom, ions, molecules) from a region of higher concentration to a region of lower concentration.

**B. What is the Respiratory System?****How does the respiratory system work?****B. Measuring lung capacity: what do the following terms mean?****Vital capacity****Residual volume****Tidal volume****What can you use to measure Lung Capacity?****What is the equation for lung capacity?****B. What is Ventilation?****Why are ventilation and Respiration different?****B. What is Asthma?****What triggers Asthma?****How can it be treated?****B. What effects can smoking have on the gas exchange system?****B. Where does gas exchange happen?****What are Alveoli?****The alveoli****What adaptations do the alveoli have?****What is Diffusion?**



Year 9 Term 2 Science/Biology : Topic 9BB Biological Systems and Processes



B.	What benefits come from regular exercise?
Regular training has the following effects: - Heart muscles are strengthened Cardiac output increases - Resting heart rate is lower (fewer beats needed because heart muscles are stronger) - Recovery (returning to resting heart rate) happens more quickly after exercise	
Why do you breathe quicker during exercise?	
More oxygen is required as body is working harder.	

C.	What is a drug?
A drug is a substance that affects the way your body works	
C.	What are the 2 types of recreational drugs, and what effect do they have on the body?
Stimulants	Depressants
- Stimulants cause the nervous system to carry nerve impulses faster - They can increase reaction times - But can also speed up heart rate, and put strain on the body Examples include: Caffeine, Cocaine, Ecstasy	- Depressants cause the nervous system to slow down - They can decrease reaction times - They can stop vital organs working, and stop parts if the brain working Examples include: Alcohol, Heroin, Solvents

D.	What is Respiration?	
Respiration is a chemical reaction that releases energy from food molecules.		
Why is respiration important?		
An organism can use the energy produced by respiration in several different ways including:		
1. To build large molecules from smaller ones (grow) 2. To move 3. To keep warm		
What are the 2 types of respiration?		
	Aerobic	Anaerobic
Main difference?	With Oxygen	Without Oxygen
Where does it take place?	Mitochondria	Cytoplasm
What is the equation?	glucose + oxygen → carbon dioxide + water	In animals: glucose → lactic acid In plants/yeast: glucose → ethanol and carbon dioxide
Which produces the most energy?	Aerobic respiration produces more energy	Anaerobic produces less energy

D.	What happens when Lactic Acid builds up in muscles from anaerobic respiration?
If lactic acid builds up in muscle cells it causes fatigue.	
How does the body get rid of lactic acid?	
We continue to have an elevated heart rate and breathing rate after exercise so that more oxygen enters the cells. This oxygen reacts with the lactic acid removing it from our muscles allowing them to work efficiently again.	

D.	What is fermentation?
When plants/yeast respire anaerobically, they produce ethanol and carbon dioxide.	
What are the uses of fermentation?	
It is useful as the ethanol can be used to make alcoholic drinks and the carbon dioxide is what makes bread rise.	

E.	Who discovered DNA?
Rosalind Franklin and Maurice Wilkins 1952 Using x-ray photography, Franklin and Wilkins produced high-resolution photographs of DNA fibres. They used these to deduce that DNA had a helical structure and that the outside of the molecule contained phosphates	
James Watson and Francis Crick 1953 Using the x-ray data from Wilkins and Franklin, and using models, Watson and Crick managed to discover the double-helix structure of DNA. They and Wilkins were awarded the Nobel Prize in 1962.	

E.	What is DNA?
Deoxyribonucleic acid – the genetic material of all organisms	
What is a double helix?	
Two helical strands wound around each other	



Year 9 Term 2 Science/Biology : Topic 9BB Biological Systems and Processes



B.	What benefits come from regular exercise?
Why do you breathe quicker during exercise?	

C.	What is a drug?
C.	What are the 2 types of recreational drugs, and what effect do they have on the body?

D.	What is Respiration?	
Why is respiration important?		
What are the 2 types of respiration?		
Main difference?		
Where does it take place?		
What is the equation?		
Which produces the most energy?		

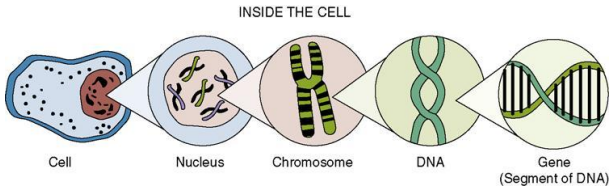
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D.	What is fermentation?
What are the uses of fermentation?	

E.	Who discovered DNA?

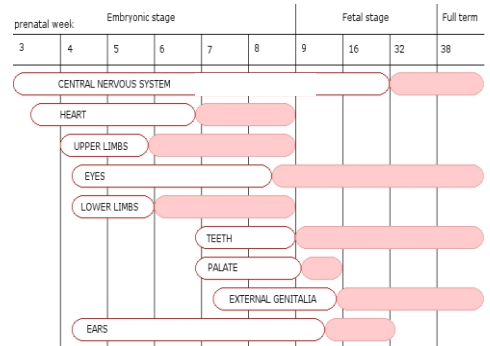
E.	What is DNA?
What is a double helix?	



E.	What makes up DNA?
	- DNA has a double helix structure with two sugar-phosphate backbones wound around each other. - Pairs of complementary bases connect the two backbones (strands)
	What are the 4 bases and how are they paired?
	- The bases are adenine, thymine, cytosine and guanine (A, T, C, and G) - A has a complementary shape to T - C has a complementary shape to G
	What are Chromosomes?
	DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)
	What are Genes?
	A short section of DNA which codes for characteristics
	 INSIDE THE CELL Cell Nucleus Chromosome DNA Gene (Segment of DNA)

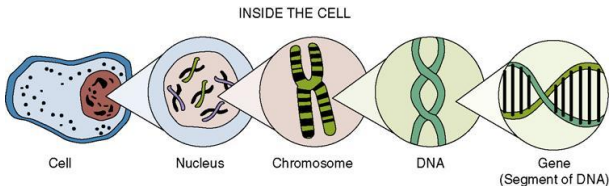
E.	What are the different types of reproduction and how are they different?	
	Sexual reproduction	Asexual reproduction
How many parents?	2 parents	1 parent
Will offspring inherit features from parents?	Offspring have features of both parents	Offspring are clones of the 1 parent

E.	What is Heredity?
	Heredity is the process by which genetic information is transmitted from one generation to the next
	What is a Genetic Disease?
	Genetic diseases are passed on from parents to children through their genetic material. Children will be born with the disease

E.	What is Gestation?
	Gestation describes the development of a foetus in the womb. What does a foetus need to develop? In order to do all of this growing, the foetus needs to get nutrients and oxygen. How does a foetus get what it needs to develop? Since they can't eat or breathe, they get this from the mother's blood. Nutrients and oxygen diffuse from the mother's blood into the baby's blood vessels, then umbilical cord in the placenta.
	
	What is the Placenta?
	An organ which develops during pregnancy, and supplies the developing foetus with oxygen and nutrients, while also removing waste.
	What is the Umbilical cord?
	A tube which connects the baby to the placenta.

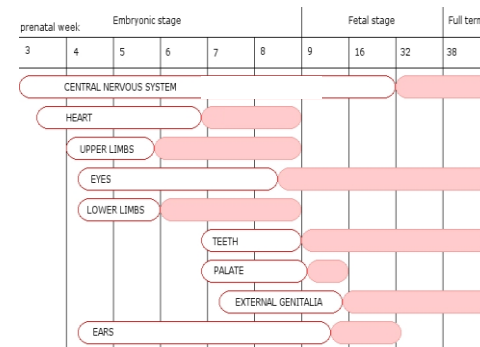
E.	How can an expectant mother's behaviour affect her unborn baby?
	The mother's behaviour during gestation can affect the development of the unborn baby because of the transfer of substances across the placenta.
	What problems can be caused by different drugs during gestation?
Cigarettes	Alcohol
- Reduces the volume of oxygen which reaches the baby's cells, affecting their ability to release energy. (Nicotine narrows blood vessels, Carbon monoxide in smoke inhibits red blood cells from carrying oxygen) - Increases the risk of premature (early) birth, stillbirth (death of the foetus), cot death (death of the new-born) and low birth weight caused by growth impairment - Children whose mothers smoked during gestation are more likely to experience: - learning disorders - behavioural problems - low IQ - asthma	Physical defects e.g. small head size, low birth weight Cerebral palsy (movement and coordination problems) Behavioural differences including autistic traits and attention-deficit hyperactivity disorder (ADHD) - Problems with organs including the liver, kidneys, and heart Learning difficulties
	Other illegal drugs
	Neonatal abstinence syndrome occurs when a mother has taken a drug which causes dependency , during gestation. The baby is born with a dependency on the drug.



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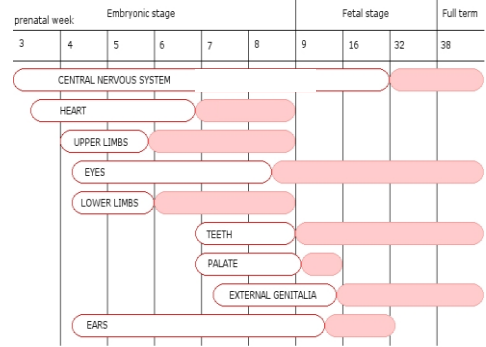
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Climate Change

Background:	
1.	Since the 1860s the global climate has been recorded.
2.	Since then the climate globally has increased by 0.8° Celsius.
3.	Climate scientists can use methods to find out about the global climate before we started recording it. (B)
4.	From this evidence we can see that the planet has always gone through periods of warming and cooling. (A)
5.	However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. (D)
6.	The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. (E, F)
7.	Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. (G, H)
8.	Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. (G, H)

A. Changes in climate (3)	
Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.
B. Measuring climate change (3)	
Ice cores	Each layer of ice in a core represents a different year. CO ₂ can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

C. Natural climate change (3)	
Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.
E. Effects on people (6)	
Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.
G. Strategies to resolve climate change (4)	
Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	1. International agreements. 2. Alternative energies. 3. Carbon capture.

D. Human-induced climate change (5)	
Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO ₂ causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO ₂ .
F. Effects on the environment (4)	
Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.
H. Place specific examples (2)	
Adaption	The Thames Barrier. Positive: Stops flooding due to rising sea levels. Negative: Expensive
Mitigation	The Paris Agreement. Positive: Countries are trying to lower CO ₂ emissions. Negative: The USA pulled out and China did not sign up.

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A.	Changes in climate (3)	
Climate change		
Glacial periods		
Inter-glacial periods		

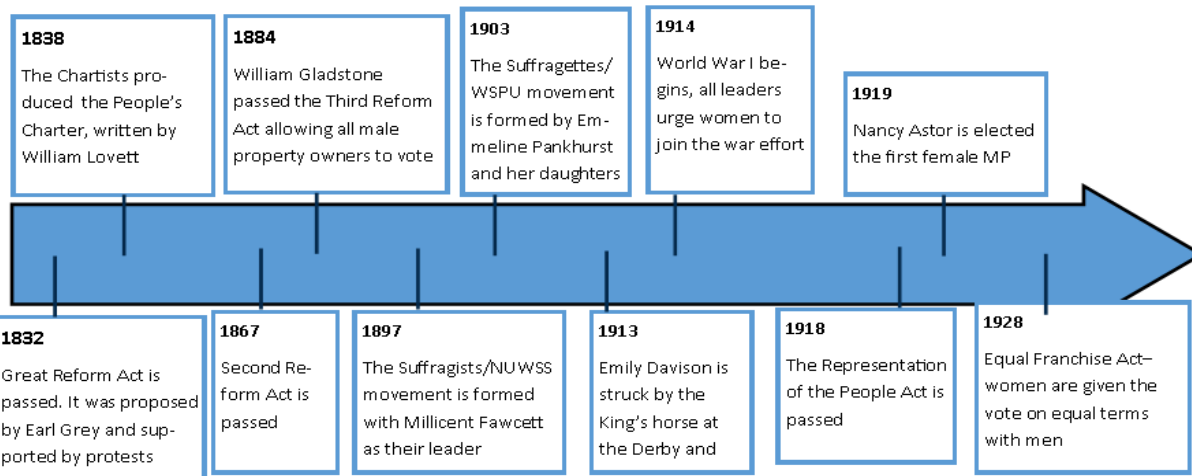
B.	Measuring climate change (3)	
Ice cores		
Tree rings		
Historical evidence		

C. Natural climate change (3)		
Volcanic eruptions		
Sun spots		
Orbital change		
E. Effects on people (6)		
Tropical storms		
Sea-level rise		
Melting Arctic ice		
More droughts/floods		
Cost of defence		
Environmental Refugees		
G. Strategies to resolve climate change (4)		
Adaptation		
Adaptation examples (3)		
Mitigation		
Mitigation examples (3)		

D. Human-induced climate change (5)		
Greenhouse effect		
Greenhouse gases		
Transport		
Farming		
Energy		
F. Effects on the environment (4)		
Sea temperature rises		
More droughts		
Melting glaciers (ice rivers)		
Melting Arctic ice		
H. Place specific examples (2)		
Adaption		
Mitigation		

Unit 2: The Suffragettes

Knowledge Organiser



Keywords	
Act a written law passed by Parliament	Propaganda information used to promote a political point that can be misleading or untrue
Ballot a system of voting on a particular issue	Reform make changes in order to improve something
Charter a written statement of the rights of a specified group of people	Representation Speaking or acting on behalf of someone
Democracy system of government by the whole population typically through elected representatives.	Rotten boroughs a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family.
Enfranchisement To be given the right to vote	Strike an organised refusal to do something expected or required typically to gain a concession
Manifesto A public set of political aims written down	Suffrage the right to vote
Parliament a group of people who make the laws for their country	Tactics An action or strategy carefully planned to achieve a specific end
Petition a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause	

Key concept: Causation

Long term	Factor(s) that were around or happened significantly before hand. E.g. Success of protests for male suffrage, demands of the Chartists
Short term	Factor(s) that happen relatively close to the event you are studying. E.g. Militant actions of the Suffragettes
Spark or Trigger	A significant factor or turning point, that has an immediate impact that sets a sequence of events in motion that won't turn back. E.g WW1 and changing role of women.

Key people

Nancy Astor	The first women elected as a Member of Parliament (MP)
Emily Davison	Joined the WSPU in 1906. Was struck by the King's horse at the Epsom Derby and killed in 1913.
Benjamin Disraeli	A Conservative Prime Minister (1868, 1874-80) who introduced the Second Reform Act
Millicent Fawcett	Founded the Suffragists/NUWSS in 1897
William Gladstone	A Liberal politician who served in Parliament for over 60 years and four times as Prime Minister. He passed the Third Reform Act, extending the vote to all male homeowners.
Earl Grey	A Whig Prime Minister who proposed the Great Reform Act in 1831 and resigned when the House of Lords rejected it.
Annie Kenney	A working-class socialist feminist who was active in the WSPU as a militant member and was arrested.
William Lovett	The leader of the Chartist movement and wrote the People's Charter in 1838
Christabel Pankhurst	Speaker for the WSPU in 1905. She trained as a lawyer but could not practice as a woman. She fled the country in 1912 for fear of rearrest, and unsuccessfully ran for parliament in 1918.
Emmeline Pankhurst	Founded the WSPU in October 1903 and encouraged militant action as a form of protest. Was arrested many times, she went on hunger strike and was force-fed. Mother of Christabel.

How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

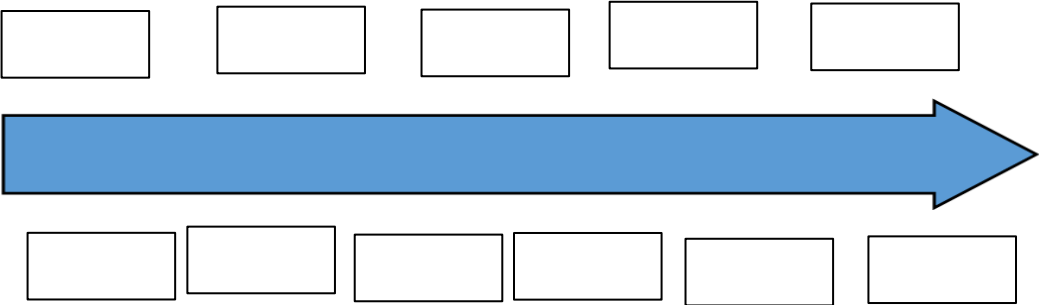
Can you spell them?

Can you define them?

Have you understood the key concept?

Unit 2: The Suffragettes

Knowledge Organiser



Keywords	
Act	Propaganda
Ballot	Reform
_____ a written statement of the rights of a specified group of people	Representation
Democracy	_____ a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family.
Enfranchisement	Strike
Manifesto	Suffrage
_____ a group of people who make the laws for their country	Tactics
Petition	

Key concept: Causation	
Long term	
Short term	
Spark or Trigger	

Key people	
Nancy Astor	
Emily Davison	
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Earl Grey	
Annie Kenney	
William Lovett	
Christabel Pankhurst	
Emmeline Pankhurst	

Y9 RE

1	Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.	11	Relative	Depending on the situation or the context, opposite of relative.
2	Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	12	Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
3	Sanctity of Life	The view that all life is sacred because it is made by God.	13	Abortion	A procedure to end a pregnancy.
4	Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.	14	Pro-Life	Against abortion and euthanasia.
5	Rules	Regulations or principles governing behaviour.	15	Pro-Choice	Supporting the legal right of a woman to choose whether or not she will have an abortion.
6	Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God and proposed by Aquinas.	16	Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
7	Precept	A rule made to regulate behaviour or thought.	17	Capital Punishment	The legally authorized killing of someone as punishment for a crime, death penalty.
8	Reason	The power of the mind to think, understand, and form judgements logically.	18	Animal Rights	the rights of animals to live free from human exploitation and abuse.
9	Absolute	A rule or principle which is seen as universally valid and should be applied all the time, no matter what.	19	Dominion	To be in charge of something or rule over it.
10	Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.	20	Stewardship	The job of supervising or taking care of something.



What we are learning this term:	
A. Free time activites B. Food and Drink C. Sports D. Foods E. Sports F. Key words across topics	
6 Key Words for this term	
1. Almuerzo 2. Ceno 3. Desayuno	4. Peligroso 5. evitar 6. cambiar

A. 3.1H Hablando del tiempo libre	
aburrido/a agradable al aire libre batería la canción dar un paseo de vez en cuando Desafiante divertido/a Emocionante entretenido/a la entrevista estar en forma grabar la letra relajante la rutina la tarde el terror	boring pleasant in the open air drums song to go for a walk From time to time Challenging fun exciting entertaining interview to be fit to record lyrics, words relaxing routine afternoon, evening horror

B. 3.2G Comer y beber	
el agua (mineral) beber el bocadillo la carne la cena cenar comer la comida desayunar el desayuno después el perrito caliente el pollo el postre el queso Tomar	(mineral) water to drink sandwich meat evening meal to eat evening meal to eat lunch, food, meal to have breakfast breakfast afterwards hot dog chicken dessert, pudding cheese to take, to have (food, drink) omelette toast glass

C. 3.3G ¿Haces deporte?	
activo/a al aire libre ayudar el baloncesto el campo la cancha los deberes la equitación el estadio montar a caballo montar en bicicleta la natación pasar el patinaje la pista de hielo el polideportivo tranquilo/a	active in the open air, outdoors to help basketball countryside, field court (tennis) homework horse riding stadium to ride a horse to ride a bike Swimming to spend time skating ice rink sports centre peaceful, quiet

Key Verbs				
Ser To be	Tener To have	Present	Past	Future
Soy = I am	Tengo = I have	Hablo I speak	Hablé I spoke	Voy a Hablar I am going to speak
Eres = You are	Tienes = You have	Como I eat	Comí I ate	Voy a comer I am going to eat
Es = s/he is	Tiene = s/he has	Voy I go	Fui/fue I am/it was	Voy a ir I am going to go
Somos = We are	Tenemos = We have	Soy I am	Fui I was	Voy a ser I am going to be
Son = They are	Tienen = They have	Tengo I have	Tuve I had	Voy a tener I am going to have

D. 3.2HUna cena especial	
la aceituna la basura el bocadillo el/la camarero/a dejar escoger los espaguetis el/la esposo/a el gusto la lata las legumbres optar por	olive rubbish, junk Sandwich waiter to leave, to let, to choose Spaghetti husband, wife taste tin, can Pulses (lentils) to opt for

E. 3.3F ¿Qué deportes harás?	
el alpinismo cansado/a la carrera el concurso durante el entrenamiento entrenar el equipo ganar el jugador mañana el miembro el partido	rock climbing tired race Competition(contest) during training to train team to win player tomorrow member match

F. Key Words across Topics?	
to have = tener to be = ser to go = ir to do = hacer to play =jugar to see = ver to listen=escuchar to buy =comprar to live =vivir to speak= hablar to have to = deber to want to=querer to visit = visitar to eat - =comer to drink = beber to go out = salir to read = leer to work = trabajar to think = pensar to write =escribir	Divertido – fun Aburrido – boring Util – useful Inutil – useless Comodo – comfy Interesante- interesting Entretenido – entertaining Emocionante – exciting Guay – cool Genial – great Soso – dull Asqueroso – disgusting Malo- bad Bueno – good Arriesgado- risky Educativo- educational Estimulate- stimulating Peligroso- dangerous



SPANISH Year 9 Term 2 Knowledge Organiser: Topic = Food, drink and sports



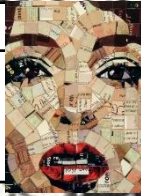
G. Translation Practice	
For lunch, and for breakfast I drink tea	p e a, y p e d b t
The prawns are delicious	l g s d
The chips are cold	l p f s f
The food is bad	l c e m
Normally I eat salad everyday	n c e t l d
The soup is tasty	l s e s
The salads are delicious	l e s d
I think that chicken is more tasty than pork	p q e p e m s q e c
I think salad is more healthy than ice cream	p q e e m s q h
I believe that ice cream is more fatty than salad	c q h e m g q e
We are going to go out to eat	v a s a c
They are going to buy a present	v a c u r
We are going to celebrate my grandma's birthday	v a c e c d m a
I am going to prepare a healthy hot dog	v a p u p c s
Often they play basketball in the free time	a m j a b e l t l
Usually we listen to music every day	a m e m t l d
I hope to visit my grandma's house	e v l c d m a
I'm going to cook chicken and chips	v a c p c p f
I have to cook every day	t q c t l d
I'm thinking of watching TV tonight	p v l t h p l t
For breakfast, I drink milk and eat a sandwich	p e d, b l y c u b
For desert, they eat cake	p e p, c p
For breakfast, I take salad and chicken	p e d, t e y p
The football match was good	E p d f f b

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Qué deberías hacer para mejor proteger tu forma/tu salud? What should you do to improve your health?	Debería hacer ejercicio físico durante 30 minutos cada día. Para mejorar tu salud, hay que comer cinco raciones de verdura o fruta cada día, no tienes que comer demasiada carne roja/caramelos/gaseosas, no deberías fumar cigarrillos o porros, no debes consumir tanta grasa en la comida, no debes tomar las drogas duras/blandas.
¿Qué deberían hacer en los colegios para mejorar la salud de los jóvenes? What should schools do to improve health of Young people?	En los colegios, solo deben vender comida sana, no deberían vender gaseosas/bebidas azucaradas/deben mejorar la cantidad de fruta y verdura/deben mejorar la cantidad de ejercicio físico que tienes que hacer durante la semana.
¿Qué comes para el desayuno, la cena, tu almuerzo? ¿es sano? What do you eat for breakfast, dinner, lunch? Is it healthy?	Para el desayuno, como normalmente los cereales que son deliciosos con zumo de naranja. Para la cena como normalmente carne con patatas y verduras con mi familia en casa que es un poco sano. Para mi almuerzo, como un bocadillo con jamón y queso en el colegio con agua o coca. Ayer desayuné ... cené ... comí para mi almuerzo ...
¿Tomas demasiadas bebidas azucaradas? Do you drink too many fizzy drinks?	Si, tomo demasiadas bebidas azucaradas porque son deliciosas y muy dulces/me dan energia/todos mis amigos las beben, pero lo sé que son muy malas para la salud/para mi cuerpo.
I. Key Questions: Try to translate the model answers using words from the KO	
¿Qué te gusta comer/beber? What do you like to eat/drink	For breakfast I like to eat toast but I never eat cereals because they aren't tasty. For lunch I eat a sandwich with ham or cheese or I eat pizza with ham or sausage. For my main meal normally I eat chips with meat or fish or vegetables with potatoes
¿Eres Sano? About your family	I think I'm healthy because I don't smoke and I like to eat lots of fruit. I like to eat vegetables but I have to eat more vegetables and I have to eat less sweets
¿Qué es tu opinión de fumar? What is your opinion on smoking	I do not like smoking because I think that it is stupid. My brother smokes and it smells bad. Also, it causes cancer and is really dangerous
¿Qué te gusta hacer en tu tiempo libre y por qué? What do you like doing in your free time	Normally in my free time I like to play football. I play football after school every day and from time to time I play rugby. I don't like to dance because it's boring and I love to play computer games because they are exciting

J. Key Grammar	
Make sure adjectives agree eg blanco/blanca/blancos/blancas	Mi casa es blanca = My house is white Mi perro es blanco = My dog is white
Using verbs correctly in the present tense	Hablar hablo, hablas, habla, hablamos, habláis, hablan Como, comes, come, comemos, coméis, comen
Comparatives More /less Better/worse The best/the worst	Más/menos que – more/less than Mejor/peor que – better/worse than Lo mejor/lo peor = the best/the worst

What we are learning this term:

- A. Ines Kouidis
- B. Michael Volpicelli
- C. Techniques and skills

**A. How has Ines Kouidis created this image?**

- 1 What materials has she used?
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.
- 2 How has she torn the material?
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.
- 3 What impact do smaller pieces of material have?
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Lagers and lighter pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.
- 4 Who does she make collages of?
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' live. They are her main inspiration.

**C How to make a collage.**

Collage: is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

1. Start by having an image as a source, something you will use as a guide to follow or for inspiration
2. Use a range of different types of paper, such as; scrap paper, newspaper, card, coloured paper.
3. Tear the paper to get a jagged edge, cut with scissors to get a straight edge.
4. The smaller the pieces of paper, the more detailed the outcome.
5. Darker paper in more shaded areas. Lighter paper in highlighted areas.
6. Add additional details on the face and in the background, following the same technique as step 2 and 3.

What each tool is used for:

Cutting mat	To protect the table from damage.
Glue stick	To cleanly stick the shapes onto paper.

Looking at the image drawn by Michael Vollpicelli, how does he create.....

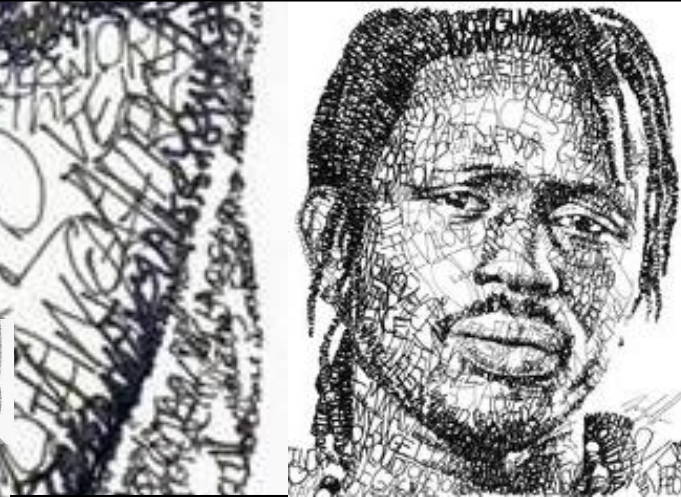
1. Darker areas? Michael creates darker areas on the portrait by doing smaller words that are closer to one another to create shadowing.
2. Lighter areas? Words further apart and larger will be lighter

**C. Name the following equipment.**

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

B. Answer the following questions about Michaels work and how he works.

What part of the body does Michael focus in drawing?	Michael focuses in on the face and facial features. This is called portraiture.
What effect do the larger words make?	The larger words make highlighted areas on the face
How would you describe his work?	Meaningful, cultural identities, typography, portrait,
What is significant about the words he uses to make up the drawing?	The words he uses are meaningful to that particular person. They might be words that describe them, or what they do, what impact they have or their personality.

**B. About the work of artist Michael Volpicelli**

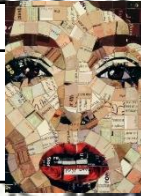
WHAT?	Michael creates word art using a variety of sizes to make up a portrait of a person.
HOW?	Use uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more scrambled words create shadows and darkness.
WHY?	Michael draws people using words he thinks describes them. Kind and thoughtful words to spread the kindness.

F. Keywords

Appropriate	Suitable for a particular person, place or condition
Highlight	An area of lightness in an image
Shadow	When an objector artwork intercepts light and causes an obscurity
intricate	Having many complexly arranged element
relevant	Having a bearing or connection with the subject or matter

What we are learning this term:

- A. Ines Kouidis
- B. Michael Volpicelli
- C. Techniques and skills



A. How has Ines Kouidis created this image?

1 What materials has she used?

2

3

4

What materials has she used?

How has she torn the material.....

What impact do smaller pieces of material have?

Who does she make collages of?



C How to make a collage.

Collage:

Steps for making your collage:

1.

2.

3.

4.

5.

What each tool is used for:

Magazines

Glue stick

Looking at the image drawn by Michael Volpicelli, how does he create.....

1. Darker areas?

2. Lighter areas?



C. Name the following equipment.



B. Answer the following questions about Michaels work and how he works.

What part of the body does Michael focus in drawing?

What effect do the larger words make?

How would you describe his work?

What is significant about the words he uses to make up the drawing?

F.

Keywords

Appropriate

Highlight

Shadow

intricate

relevant

B.

About the work of artist Michael Volpicelli

WHAT?

HOW?

WHY?



YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

A Logos	B Typography	C Computer skills	D Key words	E Evaluation
------------	-----------------	----------------------	----------------	-----------------

A | Logos

What is a logo?

A graphic design element that includes words and images, shapes, symbols or colour.

How does Alex Trochut design logos?

Alex Trochut collaborates with brands to create new catchy designs. He uses text and imagery to create visual art. The viewer first notices the imagery but looks closer to find a hidden message through typography.

B | Typography

Draw your initials in the typographic style of designer Alex Trochut work



C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

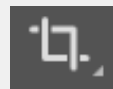
Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

Merchandise	Branded products used to promote and sell a product
Combined Logo	A logo that uses both images and text
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.
Photo Editing	The act of image and enhancement and manipulation

E | Evaluation

Evaluation: To judge or give an opinion

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

For example:

My tote bag looks great, the colours are bright which appeals to the audience of the festival. However, I have not designed a combined logo. One improvement I could make is to use images and text to create a combined logo.

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

A Logos	B Typography	C Computer skills	D Key words	E Evaluation
------------	-----------------	----------------------	----------------	-----------------

A | Logos

What is a logo?

How does Alex Trochut design logos?

B | Typography

Please use pencil for the drawing of your design

C | Computer skills

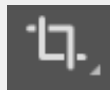
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



D | Key words

Merchandise

Combined Logo

Photoshop

Photo Editing

E | Evaluation

Evaluation: To judge or give an opinion

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
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Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

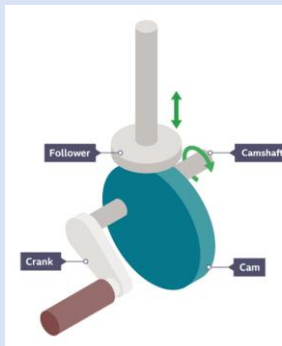
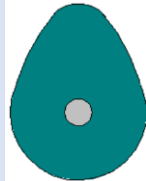
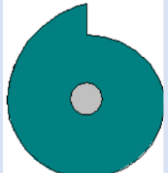


What we are learning this term:						
A. Workshop Tools B. Materials C. Key concepts D. Key Words E. Types of Cams						
A.	Workshop Tools 					
Steel Rule	Tri-Square	Laser Cutter	Mitre square	Tenon Saw	Pillar Drill	Bandfacer
						

B.	Materials
Timbers come from trees	
	Scots pine – which you used for your box walls – is a softwood Softwoods come in planks and boards
Manufactured Boards come from wood pulp	
	Plywood – which you used as your base and Lid– is a manufactured board Manufactured Boards come in sheets
Polymers come from crude oil	
	Acrylic – which you used as your lid decoration for your trinket box – is a polymer Polymers come in sheets, graduals and filament

C.	Key concepts
Designers research and investigate resources and materials to help inspire ideas.	
Computer-aided design (CAD) is the process of using computer software to create 2D or 3D designs.	
Advantages	Disadvantages
Designs can be created , saved and edited quickly, saving time	CAD takes a long time to learn
Designs or parts of design can be easily viewed from different angles , copied or repeated	Software can be very expensive
CAD is very accurate	CAD files can become corrupted or lost
Hazards – these are something that could potentially harm you. There are many such as: - Bags and chairs acting as a trip hazard - Untucked shirts, baggy clothes and untied hair are common things to get caught on tools and machines. - Drinks and liquids, if spilled can become slip hazards	
Preventative measures – rules put in place to minimize the likelihood of a hazard occurring. - No food and drink in workshops - Bags and chairs stored neatly in designated areas - Long hair must be tied up and correct uniform worn.	
Personal protective equipment (PPE) The three used most often are aprons, safety goggles and ear defenders.	

D.	Key Words
Prototype 	An early model or sample of a product used to test a concept
Tolerance $\pm$	The margin of error allowed for a dimension without negatively impacting a product
Depth stop 	A part on a tool which is used to help cut or drill a specific depth.
Assemble 	Creating a product by bringing several components together.

E.	Types of Cams
Cam mechanism	A cam mechanism has two main parts: - A cam – attached to a crankshaft – which rotates - A Follower – touches the cam and follows the shape, moving up and down
Cam shapes are important for the movement of the follower. - Off set circular - gradually moves the follower up and down - Pear shaped - keeps the follower at the same height for half a rotation before quickly moving it up and down. - Snail Cam - allows the follower to rise before abruptly dropping, this cam can only rotate one way 4-lobed - rises and drops the follower 4 times per rotation and can only go one way	
	
Off-set circular Cam	
Pear shaped Cam	
Snail Cam	
4-lobed Cam	

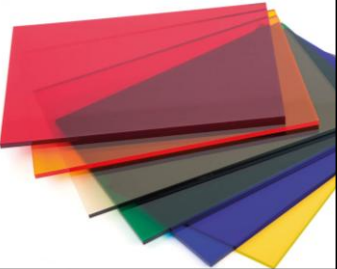


Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



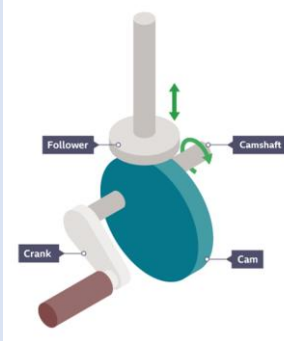
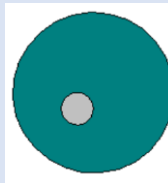
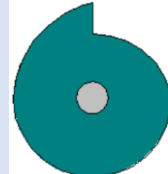
What we are learning this term:				
A. Workshop Tools	B. Materials	C. Key concepts	D. Key Words	E. Evaluating Work

A. Workshop Tools						
						

B. Materials
Timbers come from _____
 Scots pine – which you used for your box walls – is a softwood Softwoods come in _____
Manufactured Boards come _____
 Plywood – which you used as your base and Lid– is a manufactured board Manufactured Boards come in _____
Polymers come from _____
 Acrylic – which you used as your lid decoration for your trinket box – is a polymer Polymers come in _____

C. Key concepts	
Designers research and investigate _____ _____	
_____ (CAD) is the process of using computer _____.	
Advantages	Disadvantages
Hazards – these are something that could potentially harm you. There are many such as: _____ _____ _____ _____ _____	
Preventative measures – rules put in place to minimize the likelihood of a hazard occurring. _____ _____ _____ _____	
Personal protective equipment (PPE) The three used most often are _____ _____ _____	

D.	Key Words	
Prototype		
Tolerance		
Depth stop		
Assemble		

E. Types of Cams	
Cam mechanism	A cam mechanism has two main parts: • A cam – _____ • A Follower – _____
Cam shapes are important for the movement of the follower. • Off set circular - _____ • Pear shaped - _____ • Snail Cam - _____ • 4-lobed - _____	
	
	

Year 9 – High Skills

What we are learning this term:

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. The Dietary requirements of a teenager
- D. Skills testing
- E. Healthy cooking
- F. Chopping Board Colours

6 Key Words for this term

- | | |
|------------------------|-----------------------|
| 1 Hygiene | 4 Healthy |
| 2 Dietary Requirements | 5 Teenager |
| 3 Skills Test | 6 Cross Contamination |

A. Explain the main four things that you should do when you enter the kitchen area.

- | | |
|---------------------------------------|--|
| Remove all of your jewellery. | Jewellery can harbour bacteria and could fall off into the food. |
| Tie back your hair | Hair could fall into the food or touch equipment. |
| Wash your hands with hot soapy water. | To remove any germs and bacteria from your hands and nails. |
| Put on an apron and tie it back. | To protect you from the food and equipment and the food from touching you. |

B. Can you list 5 of the dietary requirements of a teenager?

- 1 A diet high in carbohydrate as a teenager is normally an energetic person.
- 2 A diet with 2-3 portions of protein to maintain muscle growth and cell repair
- 3 A diet with 2-3 sources of calcium to build developing teeth and bones.
- 4 A diet low in fat to avoid becoming obese or developing other health problems.
- 5 Drinking 2 litres of water a day.

FOOD SAFETY CHOPPING BOARDS

If used correctly, colour coded chopping boards can eliminate or reduce the risk of cross contamination during food preparation

- RAW MEAT
- RAW FISH
- COOKED MEATS
- SALAD & FRUIT PRODUCTS
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



A. What is cross contamination and how can it be prevented?

Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. You must use the correct equipment for the correct ingredients. You must also ensure that you are always following good hygiene practices when cooking.

B. What do the following terms mean?

- | | |
|----------|---|
| Grilling | Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products. |
| Baking | Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre. |
| Frying | Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the cooker. It also known to be unhealthy. |

C. Can you list 5 reasons for why we cook food and why it is important?

Rule

- 1 to get rid of bacteria on the food
- 2 to make the food taste better
- 3 to make food chewable
- 4 to ensure that food is not raw
- 5 to add colour to the food

Why it is important

- 1 to stop food poisoning
- 2 to make the food more appealing
- 3 it could be raw or a choking hazard
- 4 to stop food poisoning
- 5 to make it look more appetising or change its use

E. Keywords

- | | |
|------------------|---|
| Hygiene | A method of keeping yourself and equipment clean |
| Research | Information that you find out to help you with a project |
| Nutritious | A meal that is healthy and contains vital nutrients. |
| Target Market | The age or type of person you re creating a product for. |
| Carbohydrates | Foods that give you energy |
| Protein | Food that grow and repair your muscles |
| Fibre | Foods that keep your digestive system healthy and avoid constipation. |
| Calcium | Foods that make your teeth and bones strong |
| Design Idea | A sketch or plan of how you are hoping a project to turn out. |
| Organisation | Having everything ready for a lesson and following instructions |
| Time keeping | Using the time to remain organised. |
| Sensory analysis | Use your senses to taste and describe a product |
| Mood Board | A collage of photos and key words based on a project |
| Time Plan | Instructions of wat you are going to do and how long it should take. |
| Skills Test | Demonstrating your knowledge of a cooking term. |
| Teenager | Someone between the age of 13 – 19. |



What we are learning this term:
A. Health, safety and hygiene in the kitchen
B. The Eatwell guide and nutrients
C. The Dietary requirements of a teenager
D. Skills testing
E. Healthy cooking
F. Chopping Board Colours

6 Key Words for this term
1 Hygiene
2 Dietary Requirements
3 Skills Test
4 Healthy
5 Teenager
6 Cross Contamination

A.	Explain the main four things that you should do when you enter the kitchen area.



Year 9 – High Skills	
B.	Can you list 5 of the dietary requirements of a teenager?
1	
2	
3	
4	
5	

FOOD SAFETY CHOPPING BOARDS
 If used correctly, colour coded chopping boards can eliminate or reduce the risk of cross contamination during food preparation








BAKERY & DAIRY PRODUCTS


 Clean and store chopping boards correctly after use



A	What is cross contamination and how can it be prevented?
B.	What do the following terms mean?
Grilling	
Baking	
Frying	

C.	Can you list 5 reasons for why we cook food and why it is important?
Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

E.	Keywords
Hygiene	
Research	
Nutritious	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	
Time Plan	
Skills Test	
Teenager	



What we are learning this term:

- Learn about EDM music and how it's made
- Compose your own EDM piece of music in Soundtrap
- Analysis of EDM music to understand its structure, instruments and features

F

Keywords

Piano Roll The space where you can add notes to a MIDI instrument

Velocity How loud or quiet a note is played in a DAW e.g. High velocity = Louder notes.

EDM *Electronic Dance Music* is a genre of music that uses synthesised sounds, drum machines and vocals.

MIDI Instruments that are played in a DAW (soundtrap) are MIDI instruments. This means *Musical Instrument Digital Input*

DAW *Digital Audio Workstation* is a program used to create music (*Soundtrap*)

4 to the floor A rhythm that is primarily used in EDM music, where there is a kick drum on every beat.

Sampling When a sound or part of a song is taken and changed so it can be used in another song, for example, sampling vocals.

Automation A tool in DAWs where you can change the volume/effect automatically. For example a guitar could fade in and out.

Quantize A tool in DAWs that can make notes in time.

Build up The part of an EDM piece where the music builds up to another section.

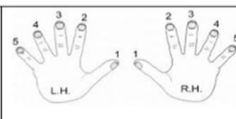
Drop The part of an EDM song where the main beat comes in. This usually comes after the build up

Bass Line The lowest sequence of notes in a piece of music. Usually played with a bass instrument i.e 808

C

Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



Riff	A catchy phrase in a piece of music, shorter than the melody.
Phrase	A small section of music, this can be repeated throughout a piece of music.
Hook	A catch phrase in a piece of music, usually sung.
Syncopation	A musical technique where the weak beats are emphasised / off beat rhythms
Structure	How a song is put together, like a blueprint.
Loop	A repeating section of sound, this can be a melody or a drum beat
Remix	A retelling of a piece of music where elements of the original song are combined with new elements

EDM song structure

Intro

Build-up

Pre Hook

Hook

Bridge

Pre Hook

Hook

Outro

The EDM or "Banger" structure follows a structure of builds and drops. Rather than using standard verses, this structure instead has (usually) to main builds where tension increases over time before being released in the hooks. What's key here is the use of rhythm to create tension and build energy between the hooks.

C

Chord Progressions Ideas

Here are some popular chord progressions you can use for your EDM piece!

VI	IV	V	I
VI	V	I	IV
VI	IV	I	V
I	V	VI	IV

G

How to read music – treble clef and Bass Clef

TREBLE LINES: E G B D F

TREBLE SPACES: F A C E

BASS LINES: G B D F A

BASS SPACES: A C E G

Here is a useful video to help you get started:





What we are learning this term:

- A. Learn about EDM music and how it's made
- B. Compose your own EDM piece of music in Soundtrap
- C. Analysis of EDM music

F

Keywords

Velocity

EDM

MIDI

DAW

4 to the floor

Automation

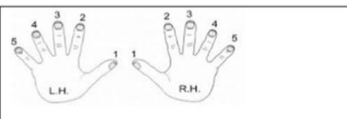
Build up

Drop

C

Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



Riff

Phrase

Hook

Structure

Loop

Remix

EDM song structure

Intro

Pre Hook

Pre Hook

Hook

The EDM or "Banger" structure follows a structure of builds and drops. Rather than using standard verses, this structure instead has (usually) to main builds where tension increases over time before being released in the hooks. What's key here is the use of rhythm to create tension and build energy between the hooks.

C

Chord Progressions

Here are some popular chord progressions you can use for your EDM piece!

G

How to read music – treble clef and Bass Clef

TREBLE LINES: E G B D F



TREBLE SPACES: F A C E



BASS LINES: G B D F A



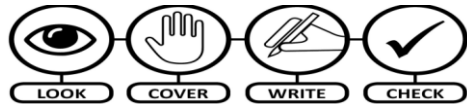
BASS SPACES: A C E G



Here is a useful video to help you get started:



A	What we are learning about this term...
1	Popular song structure
2	Lyrics , hooks and riffs in popular music
3	Melody – conjunct and disjunct
4	Range, instruments and lead sheets in pop music



B	Keywords
Lyrics	The words of a song – split into verses and choruses
Hook	the ' catchy bit ' of the song that you will remember. It is short and repeated in different places throughout the song.
Riff (Ostinato)	Short, repeated musical pattern often used in the introduction and instrumental breaks in a song.
Melody	The tune – usually lead singer has this
Counter-melody	An ' extra ' melody often performed 'on top of' the main melody to compliment it
Homophonic (texture)	A texture that has a melody and accompaniment (e.g chords/bassline)
Lead Sheet	Form of notation that only shows the essential parts (eg lyrics, bassline and chords) to perform from
Arrangement	Adapting songs to be performed by other instruments or in a different style
Cover Version	A new performance by someone OTHER than the original artist/songwriter

C	Instruments in popular music
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Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET**. Singers are essential to a pop song - **LEAD SINGER** – Often the “frontline” member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still ‘fits with’ the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.



D	Exploring Conjunct and Disjunct Melodies
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CONJUNCT MELODIC MOTION – Melodies which move **mainly by step** or use notes which are next to or close to one another.

Conjunct

DISJUNCT MELODIC MOTION – Melodies which **move mainly by leap** or use notes which are not next to or close to one another.

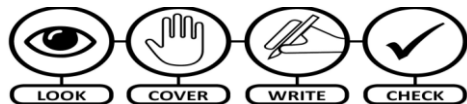
Disjunct

MELODIC RANGE – The **distance between the lowest and highest** note in a melody

F	Note Values and Dotted Note Values						
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1½ beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	¾ beat	

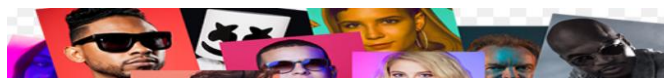
G	Describing music – MAD T SHIRT							
M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed

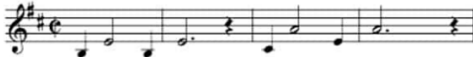
A	What we are learning about this term...
1	Popular song structure
2	Lyrics , hooks and riffs in popular music
3	Melody – conjunct and disjunct
4	Range, instruments and lead sheets in pop music



B	Keywords

C	Instruments in popular music
Read the information and provide a SUMMARY here of the main points Instruments used in pop music	



D	Exploring Conjunct and Disjunct Melodies
C	MELODIC MOTION – Melodies which move _____ or use notes which are next to or close to one another. Conjunct  D MELODIC MOTION – Melodies which _____ or use notes which are not next to or close to one another. Disjunct  MELODIC RANGE – The _____ note in a melody

SCAN ME



F		Note Values and Dotted Note Values					
Note	Name	Beats	Rest	Note	Name	Beats	Rest
							
							
							
							

G	Describing music – MAD T SHIRT							
M	A	D	T	S	H	I	R	T
M _____	A _____	D _____	T _____	S _____	H _____/T _____	I _____	R _____	T _____

Improvisation

improvising is inventing and creating content spontaneously. It's a great way to generate new ideas and for creating and developing characters, using a variety of useful techniques.

Spontaneous improvisation which is completely unplanned can generate dialogue or scenarios that you feel work for the piece you are creating. This can then be refined, rehearsed and included in your finished **devised** piece.

A **constraint** is a condition that you must apply to a scene, so that you're improvising within a set of rules. Here are some ideas for working with constraints when improvising.

Space

A very small space, such as a lift. Characters must behave as they would normally but within a tiny playing area.

A vast space, such as across a giant mountain range. Consider how changing **proximity** affects body language, vocal tone and volume and interaction, between characters. There may be something that works and could be included in your devised piece.



This improvisational exercise is excellent for creating entirely new and unplanned characters and scenarios.

Where, who, what?

Choose a location, eg a supermarket or a roller coaster. Select characters, eg an astronaut or an I.T. manager. Finally, choose a motivation for the character, eg they are looking for a partner or want to be famous at any cost. Each piece of information should be randomly selected, so that they don't necessarily match up. This can make for interesting and very humorous drama.

- **Improvisational Theater (improv):** is a form of theater where most or all of what is performed is created at the moment it is performed.
- In its purest form, the dialogue, the action, the story and the characters are created collaboratively by the players as the improvisation unfolds.
- Improv exists in performance as a range of styles of improvisational comedy as well as some non-comedic theatrical performances.
- It is sometimes used in film and television, both to develop characters and scripts and occasionally as part of the final product.



Tips for success

-Listen to your partner.

A scene will often 'go stale' if the people involved are not responding genuinely to each other. Improv is all about **teamwork** and the relationship you have with each other. The better the relationship, the better the scene will be to the audience.

-Use 'yes, and...'

When your partner tells you something in an improv scene, accept it and then add something to the conversation. If your partner starts by asking you why you've come to a party dressed as a pineapple, don't tell them that you think they're seeing things. Ask them why they're the only one who hasn't come dressed as a giant piece of fruit and that you have a spare costume in your car if they need it. Scenes where actors deny what their partners are saying often go dry very quickly and offer nothing for the audience. It's also a good way to annoy your partners.

- Don't necessarily try to be funny.

Sure, comedy is great, but one person trying to make the audience laugh often alienates the others on stage.

-Accept your mistakes.

Like any learning process, you will make mistakes. It's how you learn. Don't beat yourself up if you forgot a key rule of improv or your scene wasn't particularly good. Make some general notes for yourself and put it behind you. Next time you get up to improvise, treat it like a fresh start and be positive.

Examples – Mock the Week, Whose Line Is it Anyway? Outnumbered. The Office.

Drama – Year 9 Improvisation

Improvisation

improvising is and content spontaneously. It's a great way to generate and for creating and developing , using a variety of useful techniques.

Links to
Comp 1
and 2

Spontaneous improvisation-

A _____ is a condition that you must apply to a scene, so that you're improvising within a set of rules. Here are some ideas for working with constraints when improvising.

S _____

A very small s _____, such as a lift. Characters must behave as they would normally but within a tiny playing area.

A vast space, such as across a giant mountain range. Consider how changing p _____ affects body language, vocal tone and volume and interaction, between characters. There may be something that works and could be included in your devised piece.



Examples – Can you name any tv shows that are improvised?

Create your own

Where, who, what?

Location-

Character-

Motivation-

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Tips for success

What are the 5 tips for successful improvisation and why are these important?



SWINDON ACADEMY READING CANON

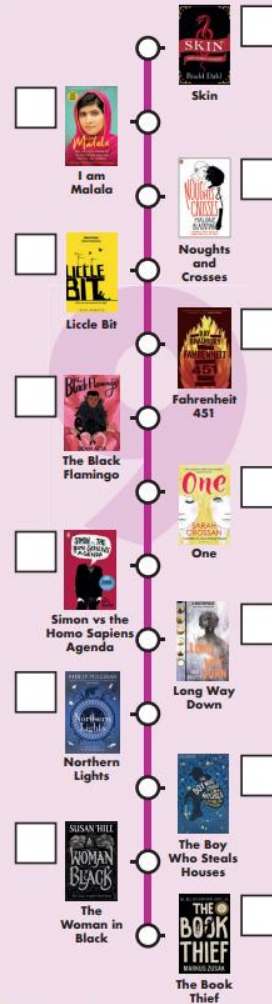
Year 7



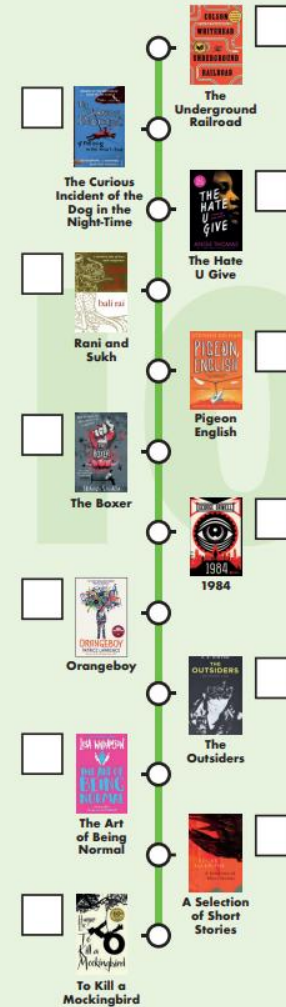
Year 8



Year 9



Year 10



#ReadingisPower