

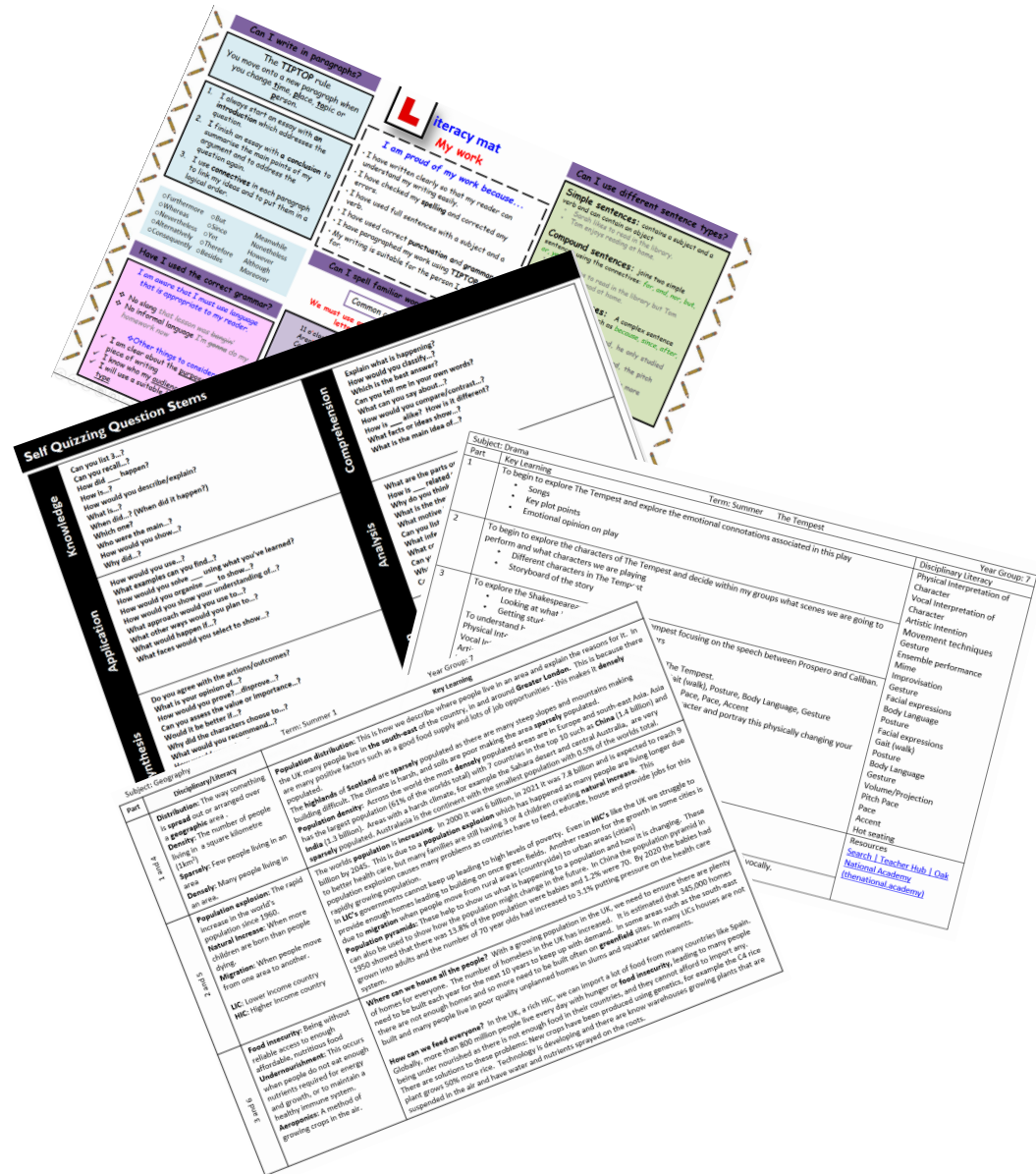
Year 9

Knowledge Organiser

Summer 2023 - I

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Self Quizzing Question Stems

Knowledge	<p>Can you list 3...?</p> <p>Can you recall...?</p> <p>How did ____ happen?</p> <p>How is...?</p> <p>How would you describe/explain?</p> <p>What is...?</p> <p>When did...? (When did it happen?)</p> <p>Which one?</p> <p>Who were the main...?</p> <p>How would you show...?</p> <p>Why did...?</p>	Comprehension	<p>Explain what is happening?</p> <p>How would you classify...?</p> <p>Which is the best answer?</p> <p>Can you tell me in your own words?</p> <p>What can you say about...?</p> <p>How would you compare/contrast...?</p> <p>How is ____ alike? How is it different?</p> <p>What facts or ideas show...?</p> <p>What is the main idea of...?</p>
Application	<p>How would you use...?</p> <p>What examples can you find...?</p> <p>How would you solve ____ using what you've learned?</p> <p>How would you organise ____ to show...?</p> <p>How would you show your understanding of...?</p> <p>What approach would you use to...?</p> <p>What other ways would you plan to...?</p> <p>What would happen if...?</p> <p>What faces would you select to show...?</p>	Analysis	<p>What are the parts or features of ...?</p> <p>How is ____ related to ...?</p> <p>Why do you think...?</p> <p>What is the theme...?</p> <p>What motive is there...?</p> <p>Can you list the parts...?</p> <p>What inference can you make...?</p> <p>What conclusions can you draw...?</p> <p>Can you identify the different parts of...?</p> <p>What evidence can you find...?</p> <p>Can you distinguish between...?</p>
Synthesis	<p>Do you agree with the actions/outcomes?</p> <p>What is your opinion of...?</p> <p>How would you prove?...disprove...?</p> <p>Can you assess the value or importance...?</p> <p>Would it be better if...?</p> <p>Why did the characters choose to...?</p> <p>What would you recommend...?</p> <p>How would you rate...?</p> <p>How could you determine...?</p> <p>What choice would you have made...?</p> <p>Why was it better that...?</p>	Evaluation	<p>What changes would you make to solve...?</p> <p>How would you improve...?</p> <p>What would happen if...?</p> <p>Can you elaborate on the reason...?</p> <p>Can you give an alternative...?</p> <p>Can you invent...?</p> <p>How could you change or modify the plot?</p> <p>What way would you design...?</p> <p>Suppose you could ____ what would you do?</p> <p>Can you predict the outcome if...?</p> <p>Can you construct a model of...?</p>

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore	○But	Meanwhile
○Whereas	○Since	Nonetheless
○Nevertheless	○Yet	However
○Alternatively	○Therefore	Although
○Consequently	○Besides	Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*

❖ Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type



literacy mat

My work

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?
Is my punctuation accurate?

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: ?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
 - "It's the afternoon!" replied the student.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (*e.g. big elephants cannot always use small exits*)
- ❑ Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.



literacy mat

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

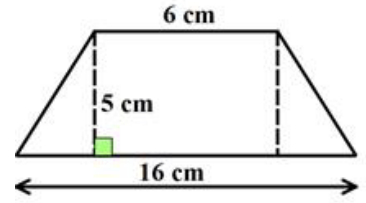
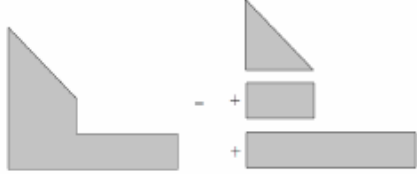
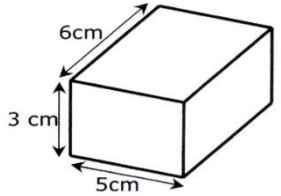
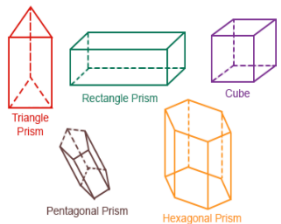
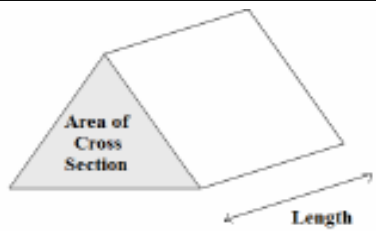
ITS

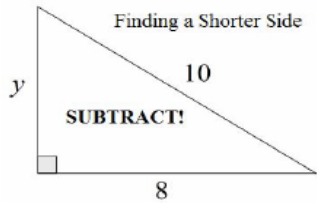
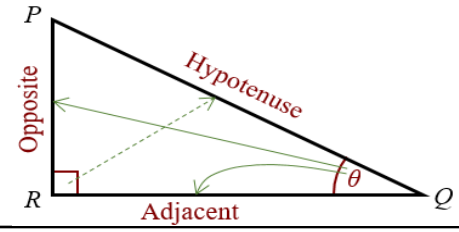
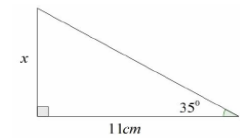
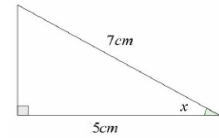
Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

Topic	Key Learning	Example
Area of a Trapezium	$\frac{(a + b)}{2} \times h$ <p>“Half the sum of the parallel side, times the height between them. That is how you calculate the area of a trapezium”</p>	$A = 55\text{cm}^2$ 
Compound Shape	A shape made up of a combination of other known shapes put together.	
Volume	<p>Volume is a measure of the amount of space inside a solid shape.</p> <p>Units: mm^3, cm^3, m^3 etc.</p>	 <p>volume = $6 \times 5 \times 3$ = 90 cm^3</p>
Volume of a Cube/Cuboid	$V = \text{Length} \times \text{Width} \times \text{Height}$ $V = L \times W \times H$	
Prism	A prism is a 3D shape whose cross section is the same throughout.	
Cross Section	The cross section is the shape that continues all the way through the prism.	
Volume of a Prism	$V = \text{Area of Cross Section} \times \text{Length}$ $V = A \times L$	

Topic/Skill	Definition/Tips	Example
1. Pythagoras' Theorem	<p>For any right angled triangle:</p> $a^2 + b^2 = c^2$ <p>Used to find missing lengths. a and b are the shorter sides, c is the hypotenuse (longest side).</p>	 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> $a = y, b = 8, c = 10$ $a^2 = c^2 - b^2$ $y^2 = 100 - 64$ $y^2 = 36$ $y = 6$ </div>
2. Hypotenuse	<p>The longest side of a right-angled triangle.</p> <p>Is always opposite the right angle.</p>	
3. Adjacent	Next to	
4. Trigonometric Formulae	<p>Use SOHCAHTOA.</p> $\sin \theta = \frac{O}{H}$ $\cos \theta = \frac{A}{H}$ $\tan \theta = \frac{O}{A}$ <p>When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.</p>	 <p>Use 'Opposite' and 'Adjacent', so use 'tan'</p> $\tan 35 = \frac{x}{11}$ $= 11 \tan 35 = 7.70cm$  <p>Use 'Adjacent' and 'Hypotenuse', so use 'cos'</p> $\cos x = \frac{5}{7}$ $x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4^\circ$

Part	Key Learning	Disciplinary/Literacy			
1	Common Reactions Element + oxygen -> oxide of element Eg Calcium + oxygen -> calcium oxide Compound + oxygen -> oxides of each element in compound Eg Methane + oxygen -> carbon dioxide + water Water + metal -> metal hydroxide + hydrogen (for metals that react with water) Eg water + sodium -> sodium hydroxide + hydrogen Acid + metal -> salt + hydrogen Eg Hydrochloric acid + magnesium -> magnesium chloride + hydrogen Acid + metal oxide -> salt + water Eg Sulphuric acid + copper oxide -> copper sulphide + water Acid + metal hydroxide -> salt + water Eg nitric acid + potassium hydroxide -> potassium nitrate + water Acid + metal carbonate -> salt + water + carbon dioxide Eg hydrochloric acid + calcium carbonate -> calcium chloride + water + carbon dioxide Acid + ammonia -> ammonium salt Eg nitric acid + ammonia -> ammonium nitrate	Diatomic molecule		A molecule containing two atoms	
		Spectator ions		Ions that do not take part in a reaction and do not appear in the ionic equation for the reaction	
		Ionic equation		Balanced equation for reaction that omits any spectator ions	
		Positive ions		Negative ions	
		Name	Formula	Name	Formula
		Hydrogen	H ⁺	Chloride	Cl ⁻
		Sodium	Na ⁺	Bromide	Br ⁻
		Silver	Ag ⁺	Fluoride	F ⁻
		Potassium	K ⁺	Iodide	I ⁻
		Lithium	Li ⁺	Hydroxide	OH ⁻
2	Half Equations $\text{Fe(s)} + \text{Cu}^{2+} \longrightarrow \text{Fe}^{2+} + \text{Cu(s)}$ Oxidation Half-Equation: $\text{Fe(s)} \longrightarrow \text{Fe}^{2+} + 2\text{e}^{-}$ Reduction Half-Equation: $\text{Cu}^{2+}_{(\text{aq})} + 2\text{e}^{-} \longrightarrow \text{Cu(s)}$	Ammonium	NH ₄ ⁺	Nitrate	NO ₃ ⁻
		Barium	Ba ²⁺	Oxide	O ²⁻
		Calcium	Ca ²⁺	Sulfide	S ²⁻
		Copper(II)	Cu ²⁺	Sulfate	SO ₄ ²⁻
		Magnesium	Mg ²⁺	Carbonate	CO ₃ ²⁻
		Zinc	Zn ²⁺		
		Lead	Pb ²⁺		
		Iron(II)	Fe ²⁺		
		Iron(III)	Fe ³⁺		
		Aluminium	Al ³⁺		

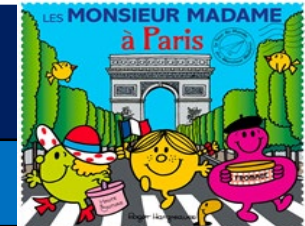
Part	Key Learning	Disciplinary/Literacy
1	<p>The Right To Be Me:</p> <p>Understanding Gender and Sexual Attraction</p>	<p>Heterosexual – a person who is attracted to the opposite biological sex as themselves (also referred to as Straight)</p> <p>Biological sex – the person’s sex as defined by their biology (male or female)</p> <p>Gender: the way a person relates to themselves (for example, male, female or non-binary)</p> <p>Sexual orientation – to whom a person feels attracted towards (for example, heterosexual, bisexual)</p> <p>Same Sex relationship – Being in an intimate relationship with someone of the same biological sex or gender as you.</p> <p>LGBTQ+ : Lesbian, Gay, Bisexual, Transgender, Queer, Non-binary and other ways of identifying ones gender or sexual preference.</p> <p>Lesbian – a woman who feels attracted solely towards other women.</p> <p>Gay – mostly linked to men who are attracted solely towards other men</p> <p>Bisexual – a person who feels attracted towards both men and women.</p> <p>Transgender – a person whose biological sex is the opposite of the gender that they relate to. For example, trans-woman is someone who is biologically male but relates to being a woman. A transgender person may or may not have surgery or take medication to help them become more closely aligned to the gender they relate to.</p> <p>Queer – an umbrella term to describe all kinds of sexual attraction or gender identification that is not heterosexual/straight.</p> <p>Non- binary – a person who can be biological male or female but doesn’t relate to as either male or female in gender. Their gender identity is more fluid.</p> <p>Homophobia – discriminating against LGBTQ+ people.</p>

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Climate – The average weather conditions over a 30 year period</p> <p>Tectonics – The structure of the earth and the movement of the plates which make the earth's crust.</p> <p>Biomes - An area where the climate, soils, vegetation and animals are similar.</p>	<p>Russia, the largest country in the world, occupies one-tenth of all the land on Earth. It spans 11 time zones across two continents (Europe and Asia, the Ural mountains being the dividing feature, formed by tectonics when the European plate met the Asian plate. It has coasts on three oceans (the Atlantic, Pacific, and Arctic).</p> <p>The Russian landscape varies from desert to frozen coastline, tall mountains to giant marshes. Much of Russia is made up of flat, treeless biomes called Steppes. Siberia, which occupies three-quarters of Russia, is dominated by a sprawling pine forests biome called Taigas. 7-8% of Russia is productive farmland this is largely in the south west, meaning that lots of the population live here. Russia has about 100,000 rivers, including some of the longest and most powerful in the world. It also has many lakes, including Europe's two largest: Ladoga and Onega. Lake Baikal in Siberia contains more water than any other lake on Earth. Russia also has a high diversity of ethnic groups there are about 120 ethnic groups in Russia who speak more than a hundred languages. Russia is a federation of 86 republics, provinces, territories, and districts, all controlled by the government in Moscow. In 1991 some parts of Russia became independent countries such as Ukraine.</p>
2 and 5	<p>Population – all the inhabitants of a particular place.</p> <p>Natural resources: Materials or substances that are produced by the environment.</p> <p>Exports: These are goods produced in one country and sold to another.</p> <p>Deforestation: The clearance of large areas of forest.</p>	<p>The population of Russia is declining (going down) from a high in 1992 of 148.8 million to 144.4 million in 2023. This is because the death rate in Russia is higher than the birth rate. The death rates are higher because of a growing number of deaths due to disease and poor lifestyle.</p> <p>Russia is probably richer in natural resources than any other country in the world. It has abundant supplies of Oil (6% of the world's deposits), and one-third of the world's Natural Gas deposits. Russia's raw materials provide significant inputs for an industrial economy. The abundance of oil and natural gas has made Russia virtually self-sufficient in energy and a large-scale exporter of fuels.</p> <p>Russia possesses rich reserves of metals like iron ore, platinum and gold, and even has diamond mines. The forests of Siberia contain an estimated one-fifth of the world's timber, mainly conifers. This means that it exports a lot of timber. However this affects the environment as Russia has suffered from deforestation losing the equivalent of 25 million football pitches of forest in 20 years.</p>
3 and 6	<p>Inequalities - the unfair situation in society when some people have more opportunities, money, etc. than other people:</p> <p>Futures – How geographical systems and processes might shape a place over the next 50 years.</p>	<p>There is a lot of wealth inequality in Russia with owners of companies linked to raw materials being very wealthy. The old owner of Chelsea football club, Roman Abramovich, main source of income is the Sibneft oil company, he is thought to be worth \$14.1 billion (£10 billion). However the average wage in Russia is \$11,260 (£8,000). The average UK wage is £30,378. Many well educated Russians are leaving the country creating a 'Brain Drain'. This is where many 'Professionals' such as Doctors, Engineers and Scientists including IT professionals are leaving the country to get jobs elsewhere around the world where pay, working conditions and future promotions are better. This migration increases the problem caused by the population decline as there are less working people to support the older population.</p> <p>As the world moves to more carbon free and renewable energy sources Russia will need to develop a new way to make money as it may be selling less and less oil, coal and gas. This has already started to happen in Europe as EU countries look for more renewable energy sources.</p>

Part	Disciplinary/Literacy	Key Learning: Legacy of Persecution – The Holocaust, South African Apartheid and Civil Rights in the USA. How did Experience of Racism vary across the globe?
1 and 4	<p>Holocaust: Since 1945, it has become almost synonymous with the murder of the European Jews during the Second World War.</p> <p>Anti-Semitism: Prejudice against Jewish people.</p> <p>Segregation: Separating people by race.</p> <p>Final Solution: The Nazi policy of exterminating European Jews</p>	<p>History of Anti-Semitism: Anti-Semitism refers to prejudice and/or discrimination against Jews as individuals and as a group. Anti-Semitism is based on stereotypes and myths that target Jews as a people, their religious practices and beliefs, and the Jewish State of Israel. Historically, what began as a conflict over religious beliefs evolved into a systematic policy of political, economic, and social isolation; exclusion, degradation and attempted annihilation. It did not begin in the Nazi era, nor did it end with the close of World War II. Jews were forbidden to marry Christians (399 C.E.), were prohibited from holding positions in government (439 C.E.) and were prevented from appearing as witnesses against Christians in court (531 C.E.). During the middle of the 14th century, the Bubonic Plague spread throughout Europe, killing an estimated one-third of the population. Fear, superstition and ignorance prompted the need to find someone to blame, and the Jews were a convenient scapegoat because of the myths and stereotypes that were already believed about them. German Anti-Jewish Laws 1933 – 1937: During this period more than a 1,000 laws progressively excluded Jewish Germans from society and deprived them of their civil rights. The 1935 Reich Citizenship Law of 1935 deprived Jewish people of German citizenship and assigned them the second-class status as ‘nationals’ with limited civil rights.</p>
2 and 5	<p>Apartheid: Used in South Africa to keep white and black South Africans apart.</p> <p>Afrikaans: Dutch white settlers</p> <p>Segregation: Separating people by race.</p> <p>Civil Rights: The fight to have equal rights as everybody else.</p>	<p>Apartheid: South Africa had been independent from the British but it remained under the control of the white settlers who introduced Apartheid in 1948. South Africa History: The diversity of the population has presented a challenge for how different groups live together. Conflict between the groups has never been inevitable; at times, diverse groups lived together peacefully. But as the territory became increasingly prosperous, with lush farmland and the mining of diamonds and gold, some groups sought to keep the country’s wealth for themselves by controlling and excluding other groups. The history of struggle for control and for resources shaped how groups came to understand their own identities. The arrival of Europeans in South Africa and their gradual conquest of African peoples, the establishment and exercise of colonial control over Africans, and, later, apartheid all had major impacts on group identity</p> <p>Nelson Mandela set up the African National Congress (ANC) which started peacefully. In 1963 Nelson Mandela was arrested for plotting to overthrow the government and imprisoned on Robben Island. He was finally released in 1990 after 27 years as a prisoner. In 1994 he became the first Black Prime Minister of South Africa.</p>
Part 3 and 6	<p>Boycott: Stop doing something as a form of protest</p> <p>Segregation: Separating people by race.</p> <p>Civil Rights: The fight to have equal rights as everybody else.</p>	<p>Civil Rights in the USA: Slavery ended in American in 1865 after the Civil War but Black Americans were not treated the same as White Americans. Segregation was used to separate black people and white people and the Ku Klux Klan was violent towards anyone who broke the rules. Rosa Parkes and Martin Luther King began the Montgomery Bus Boycott which started the Civil Rights Movement. Martin Luther King told his supporters not to use violence. Despite arrests and violence the boycott was successful and now other groups like CORE and SNCC were inspired to lead sit ins and so called Freedom Rides. Education: The Brown V Topeka case was an important landmark as it was a victory for the NAACP. President Eisenhower was forced to support the “Little Rock 9” in Arkansas 1957 with Paratroopers.. MLK - the leader of the SCLC. In Birmingham he was arrested and “Bull” Conner unleashed a brutal police attack on the SCLC’s youth movement. The height of King’s powers was the March on Washington in 1963 where he delivered his famous “I have a dream” speech, he worked closely with Kennedy and Johnson on Civil Rights legislation. Malcolm X: X was very different from King as he took a “by any means necessary approach”. X criticised non-violent approaches as weak, however his teachings appealed to young urban blacks The Kerner Report in 1968 highlighted racism was deeply embedded in US society. However the report’s findings were ignored. Further protests by the Black Panthers, the more militant leader of SNCC Stokely Carmichael and the 1968 Mexico Olympics also failed to make the changes that King had achieved . The Civil Rights Act of 1964 ended all forms of segregation. The Voting Rights Act 1965 ended literacy tests, poll taxes and other forms of disenfranchisement that affected many blacks.</p> <p>In the 21st Century the Black Lives Matter Movement has continued the fight for equality between black people and white people.</p>


Tu es comment? Il/elle est comment?
Quelles sont tes qualités et tes défauts?

What are you like? What is he/she like?
What are your good and bad personality traits?



Sentence starter	key verb	intensifier	positive adjective	conjunction	adverb	intensifier	
A mon avis <i>In my opinion</i> Selon moi <i>According to me</i> Selon mon amie <i>According to my friends</i> Selon mes amis <i>According to my friends</i> Je pense que <i>I think that</i> Je crois que <i>I believe that</i> Je dirais que <i>I would say that</i> Certains disent que <i>Some say that</i> Mes parents disent que <i>My parents say that</i>	je suis <i>I am</i> je ne suis pas <i>I am not</i> je peux être <i>I can be</i> il/elle est <i>he/she is</i> mon père est <i>my dad is</i> mon frère est <i>my brother is</i> mon amie est <i>my friend is</i> ma mère est <i>my mother is</i> ma sœur est <i>my sister is</i> ma famille est <i>my family is</i> mes parents sont* <i>my parents are</i>	vraiment <i>really</i> très <i>very</i> assez <i>quite</i> un peu <i>a little</i> trop <i>too</i>	intelligente <i>intelligent</i> polie <i>polite</i> débrouillarde <i>capable</i> généreux/euse <i>generous</i> curieux/euse <i>curious</i> travailleur/euse <i>hardworking</i> sportif/ve <i>sporty</i> compréhensif/ve <i>understanding</i> gentille <i>kind</i> sympa <i>nice</i> drôle/rigolote <i>funny</i>	et <i>and</i> en plus <i>moreover</i> mais <i>but</i> bien que <i>although</i> cependant <i>however</i>	toujours <i>always</i> souvent <i>often</i> quelquefois <i>sometimes</i> rarement <i>rarely</i> jamais <i>never</i>	vraiment <i>really</i> très <i>very</i> assez <i>quite</i> un peu <i>a little</i> trop <i>too</i>	égoïste <i>selfish</i> pénible <i>annoying</i> casse-pieds <i>annoying</i> bavarde <i>chatty</i> embêtante <i>annoying</i> stricte <i>strict</i> têtue <i>stubborn</i> impatiente <i>impatient</i> paresseux/euse <i>lazy</i> grincheux/euse <i>grumpy</i>

Qu'est-ce que tu vas porter? What are you going to wear?

Time words			verbs	clothes	colours
Normalement <i>Normally</i> D'habitude.. <i>Usually</i>	le weekend <i>at the weekend</i>		je porte <i>I wear</i> il/elle/on porte <i>he/she/we wear</i> on doit porter <i>we have to wear</i> je mets <i>I put on</i>	un manteau <i>a coat</i> un chapeau <i>a hat</i> un jean <i>jeans</i> un pantalon <i>trousers</i> un pull <i>a jumper</i> un sweat <i>a sweatshirt</i> un tee-shirt <i>a t-shirt</i> un uniforme scolaire une veste <i>a jacket/blazer</i> une chemise <i>a shirt</i> une jupe <i>a skirt</i> une robe <i>a dress</i> des baskets* <i>trainers</i> des bottes* <i>boots</i> des chaussures* <i>shoes</i> des chaussettes* <i>socks</i>	orange <i>orange</i> vert kaki <i>khaki</i> marron chocolat <i>chocolate brown</i> bleu turquoise <i>turquoise</i> bleu marine <i>navy blue</i> beiges <i>beige</i> rouges <i>red</i> jaunes <i>yellow</i> roses <i>pink</i> vert/ vertes <i>green</i> bleu/ bleues <i>blue</i> gris/ grises <i>grey</i> noir/ noires <i>black</i> blanc/ blanches <i>white</i> violet/ violettes <i>violet/purple</i>
weekend <i>but this weekend</i> demain <i>but tomorrow</i>	...mais ce ...mais	s'il fait beau/mauvais <i>if it's beautiful/bad weather</i> s'il pleut/neige <i>if it rains/snows</i> pour aller à une fête <i>to go to a party</i> pour aller au collège <i>to go to school</i>	je vais porter <i>I'm going to wear</i> je vais mettre <i>I'm going to put on</i>		
... le weekend dernier <i>last weekend</i> ... hier <i>yesterday</i>			J'ai porté <i>I wore</i> J'ai mis <i>I put on</i>		
opinion starters			verbs	nouns	adjectives
		Je dirais que <i>I would say that</i> A mon avis <i>In my opinion</i> Selon mes parents <i>According to my parents</i> Certains disent que <i>Some say that</i> Mes amis disent que <i>My friends say that</i>	j'ai <i>I have</i> il/elle/on a <i>he/she/we have</i> c'est <i>it is</i>	un style <i>a style</i> un look <i>a look</i>	plutôt <i>rather</i> classique <i>classic</i> moderne <i>modern</i> décontracté <i>relaxed</i> skateur <i>skater</i> sportif <i>sporty</i> moche <i>ugly</i> horrible <i>horrible</i> branché <i>trendy</i> cool <i>cool</i> chic <i>chic</i>

Los trabajos en el hotel (Hotel jobs)	
Soy...	I am...
camarero/a	(a) waiter
cocinero/a	(a) cook
dependiente/a	(a) shop assistant
esteticista	(a) beautician
jardinero/a	(a) gardener
limpiador(a)	(a) cleaner
peluquero/a	(a) hairdresser
repcionista	(a) receptionist

¿En qué consiste tu trabajo? (What does your job involve?)	
Tengo que...	I have to...
contestar al teléfono y ayudar a los clientes	answer the phone and help the customers
cutar el pelo a los clientes	cut customers' hair
cuidar las plantas	look after the plants
hacer manicuras	do manicures
limpiar habitaciones	clean rooms
preparar comida	prepare food
servir la comida en el restaurante	serve food in the restaurant
vender productos en la tienda	sell products in the shop

Opiniones (Opinions)	
¿Te gusta tu trabajo?	Do you like your job?
(No) me gusta/ No aguanto mi trabajo porque es...	I (don't) like/I can't stand my job because it is...
difícil	difficult
duro	hard
estimulante	stimulating
estresante	stressful
interesante	interesting
monótono	monotonous
repetitivo	repetitive
¿Cómo es tu jefe?	What is your boss like?
Mi jefe/a (no) es muy educado/a	My boss is (not) very polite
¿Cómo son los clientes?	What are the customers like?
Los clientes son exigentes/ maleducados	The customers are demanding/ rude
Mis compañeros (no) son simpáticos	My colleagues are (not) nice

¿Cómo eres? (What are you like?)	
A mi parecer, soy...	In my opinion, I am...
Creo/ Pienso que soy... Diría que soy...	I think I am... I would say that I am....
Soy muy/ bastante...	I am very/ quite...
ambicioso/a	ambitious
creativo/a	creative
independiente	independent
inteligente	intelligent
organizado/a	organised
paciente	patient
práctico/a	practical
responsable	responsible
serio/a	serious
sociable	sociable
trabajador(a)	hard-working

¿En qué te gustaría trabajar? (What job would you like to do?)	
Me gustaría ser...	I would like to be...
Quiero ser...	I want to be...
abogado/a	a lawyer
cantante	a singer
diseñador(a)	a designer
enfermero/a	a nurse
mecánico/a	a mechanic
periodista	a journalist
policía	a police officer
taxista	a taxi driver
Me gustaría...	I would like...
No me gustaría (nada)...	I wouldn't like... (at all)
trabajar al aire libre	to work in the open air
trabajar con animales	to work with animals
trabajar con niños	to work with children
trabajar en equipo	to work in a team
trabajar en una oficina	to work in an office
trabajar solo/a	to work alone
hacer un trabajo creativo	to do a creative job
hacer un trabajo manual	to do a manual job

¿Cómo va a ser tu futuro? (What is your future going to be like?)

Describe tu trabajo (Describe your job)




Viva 3 Rojo – Module 2 (¡Orientate!)




En el futuro...	In the future...
Cuando sea mayor...	When I'm older
Voy a...	I am going to...
ganar mucho dinero	earn lots of money
hacer un trabajo interesante	do an interesting job
ir a la universidad	go to university
ser famoso/a	be famous
ser voluntario/a	be a volunteer
tener hijos	have children
viajar (mucho)	travel (a lot)
vivir en el extranjero	live abroad
Va a ser (muy) interesante	It is going to be (very) interesting






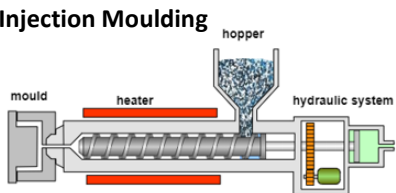
¿En qué trabajas?	What do you do for a living?
¿Por qué decidiste ser...?	Why did you decide to be a...?
Me gusta mucho... y por eso decidí ser...	I really like... and so I decided to be a...
Estudié... y me encantó	I studied... and I loved it
¿Cómo es un día de trabajo típico?	What is a typical working day like?
Hablo con clientes	I talk to customers
Leo mi agenda	I read my diary
Preparo mis cosas	I prepare my things
Trabajo con mi equipo	I work with my team
Voy a la oficina	I go to the office
¿Qué cualidades tienes que tener?	What qualities do you have to have?
Tienes que ser...	You have to be...
En mi trabajo, los idiomas son muy importantes	In my job, languages are very important
Hablo español, alemán e inglés	I speak Spanish, German and English
¿Cuáles son tus ambiciones para el futuro?	What are your future ambitions?
Voy a estudiar/ trabajar en...	I am going to study/ work in...
¡Va a ser guay/ fenomenal/ flipante!	It is going to be cool/ fantastic/ awesome!

Week	V	Key Learning – My World: Relief Work.	Disciplinary literacy in Art and Design	Definition	Resources
1		Frank Stella analysis sheet. Dirt for Painted card sculpture. 3 larger cardboard shapes inspired by Frank Stella paper sculptures painted in bright primary or secondary colours.	Abstract	A piece of art that is not realistic. It uses shapes, colours and textures.	
			Composition	A whole picture that is balanced and pleasing, an arrangement.	
2		Kandinsky analysis sheet. Dirt for Painted card sculpture.	Synesthesia	A condition that results in a joining or merging of senses that aren't normally connected – e.g., seeing colours when you hear a noise	
			Tone	refers to the lightness and darkness of an object to show it is solid subject, and to create depth.	
3		Colour paint surface application, consider using, lines of perspective to suggest tone and form, as well as mark making contrasting colours and colour fade.	Pattern	A repeated decorative design	
4		<u>Collagraph Introduction,</u> <u>Use of shapes and textures.</u> <u>Design work.</u>	Shape	The external form, contours, or outline of someone or something - 2D	
5		<u>Collagraph Introduction,</u> <u>Use of shapes and textures.</u> <u>Design work.</u>	Colour	there are 3 primary colours; red, yellow and blue. By mixing any 2 primary colours together we get a secondary colour e.g. yellow + blue = green.	
6		Designs completed and DIRT – Dedicated Improvement and Refinement Time.			

Part	Key Learning	Disciplinary Literacy	Resources
1	<p>Mobile App development</p>  	<p>Error: a mistake or blunder. Malfunction: a failure to function normally. Glitch: a sudden, usually temporary malfunction or fault of equipment. Graphical User Interface (GUI): a form of user interface that allows users to interact with electronic devices through graphical icons. App (application): an application, especially as downloaded by a user to a mobile device.</p>	<p>SharePoint platform:</p> <p>https://eggbuckland.sharepoint.com/:r/ict/Shared%20Documents/Student%20Files/04.%20Year%209?csf=1&web=1&e=SZRD1c</p>
2	<p>App functionality</p> 	<p>User input: any information or data sent to a computer for processing is considered input. Input or user input is sent to a computer using an input device. Coding: the process or activity of writing computer programs. Decomposition: the process of breaking down a problem into several smaller problems that can more easily be addressed. Block-based programming: instead of typing a coding language, you drag and drop jigsaw-like pieces together to build things using tools like Scratch.</p>	<p>SharePoint platform:</p> <p>https://eggbuckland.sharepoint.com/:r/ict/Shared%20Documents/Student%20Files/04.%20Year%209?csf=1&web=1&e=SZRD1c</p>

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>The term ‘Street food’ relates to a relatively new concept in the UK.</p> <p>It has various influences and inspirations, however, it is generally considered to be freshly made food sold on the streets, or more accurately, not served from restaurants or café’s.</p> <p>The idea is for people to enjoy popular foods that celebrates good quality ingredients from a range of cultures while socialising with others, listening to music or enjoying the outdoors. They are also popular with parties and weddings.</p> <p>Many foods served on a street food stall can be classed as ‘<u>high risk</u>. All food preparation must follow food hygiene rules to ensure public health. The 4 C’s (cooking, cleaning, chilling and cross-contamination). Chilled food must be stored between 1-5°C to prevent bacteria growing between 5-63°C. When we cook food we ensure the core temperature is above 75°C to kill bacteria.</p>	<p>Key Words</p> <p>Multicultural food– serving food from different cultural cuisines.</p> <p>Macro nutrients – needed in large amounts – Protein, carbohydrate, fat.</p> <p>Micro nutrients – Needed in smaller amounts – vitamins and minerals</p>	
2	<p><u>Cheese muffins</u></p> <p>Muffins and baked goods are a great street food. They can be served hot or cold and made as individual portions. Muffins can be flavoured with a wide range of ingredients.</p> <p>Use Convection heat to cook muffins in the oven.</p> <p>Experience a savoury flavour in a muffin using spices like paprika and mustard powders to strengthen the cheese flavour.</p>	<p>Chemical raising agent = Self raising flour</p> <p>Binding ingredient =egg</p> <p>Folding</p>	
3	<p><u>Burgers</u></p> <p>Making burgers is the process when denatured proteins separate from other nutrients and solidify or semi solidify. (This is how we gauge rare to well done steak). Applying heat for a long period of time will cause the protein structure to create a network and trap liquid which will form a gel.</p>	<p>Binding – sticking ingredients together e.g. egg, milk, water</p> <p>Protein – macro nutrient that aids growth and repair of cells in the body</p> <p>Denature – how proteins change when heated or whipped e.g egg white</p> <p>Coagulation – the way proteins tighten and lose moisture when cooked e.g bacon</p>	
4 + 5	<p><u>Fajitas</u></p> <p>Why are some street foods/ takeaway foods bad for us? They are usually cooked in ways that add fat e.g. deep fat frying. The Eatwell guide shows is that we should be eating less fat, salt and sugar to stay healthy.</p> <p>A healthy diet is one that helps maintain or improve health. It is important for the prevention of many chronic health risks such as: obesity, heart disease, diabetes, and cancer.</p> <p>Chicken fajitas are healthy because they include all the food groups shown in the Eatwell guide and can be cooked in healthy ways like oven baking or grilling.</p>	<p>Healthy eating – eating the main food groups:- Carbohydrates (starchy/ complex), fruits and vegetables, protein, dairy, fats and oils</p> <p>Eatwell guide – The proportions of food groups we should eat per day to stay healthy.</p>	
6 + 7	<p><u>Sweet and Sour Chicken</u></p> <p>Cornflour is used to thicken sauces. This is called Gelatinisation.</p> <p>The sauce in sweet and sour chicken is thickened by cornflour. Cornflour contains starch that swells in liquid when it is heated. When we heat the pineapple juice, soy sauce and vinegar with the cornflour, it thickens.</p> <p>If we add the corn starch to hot liquid, it will become lumpy.</p> <p>Chicken is a high risk food. It must be cooked above 75°C to prevent food poisoning. The chicken must be stored in a fridge at 5°C when it is raw to prevent bacteria growing and causing food poisoning.</p>	<p>Gelatinisation – The way starch thickens sauces when it is mixed with liquid and heated.</p>	

Part	Key Learning	Disciplinary/Literacy
1	<u>Design Context and Client</u> Why is a context in design important? Context of use can determine the purpose, design and function of a design. Context grounds your idea in reality making ideas less confusing and allowing people to understand where your product/service fits into the world. A client is the person the designer is working for	Context Client Purpose Function Iterative
2	<u>Design Brief, Specification</u> A Design Brief is a statement of intent outlining the task the designer needs to solve. This may include some key parameters required to be successful A design specification is a detailed document that sets out exactly what a product or a process should present. For example, the design specification could include required dimensions, environmental factors, ergonomic factors, aesthetic factors, maintenance that will be needed, etc.	Specification Client Brief Context
3	<u>Designing</u> In this part, you will be expected to produce a range of designs that satisfy the specification. Ideally, they will include a mix of 2 and 3D sketching. Ideas should be annotated explaining key points and identifying where and how they fulfil the specification	2dimensional (drawing) 3 dimensional (drawing) Annotation
4	<u>Developed Designs</u> In this part, you will be developing your ideas towards an improved manufacturable solution. You should include details on materials, construction methods, sizes and finishes. This may include orthographic and 3D views	Dimensions Annotation Development
5	<u>Modelling</u> When designing a product there is often a time when it is necessary to make a scaled model. This is a useful exercise as it allows the designer to select an idea and make a 3D representation. Usually, a designer will make several models starting with quick card models progressing to more detailed scaled models manufactured from more expensive materials. Sometimes specialised modelling materials are used to produce hyper realistic models.	Model Virtual modelling
6	<u>Evaluation</u> When evaluating what has been made as part of the design process, it enables the designer to decide how effectively they have met the brief and specification. It also feeds into the process by identifying what has been made well and where improvements could be made. In an iterative approach, the designer will be evaluating what they are producing and constantly coming up with improvements.	Evaluating Iterative

Part	Key Learning	Disciplinary/Literacy		Resources															
1	Introduction to Fusion 360 What are CAD and CAM and how do they benefit the engineering sector? What are the benefits of 3D modelling to an engineer? What are the benefits of 3D modelling to a client/customer? What is a sketch/plane/dimension/extrude tool/fillet What is an orthographic drawing and how do engineers use them to manufacture/model component parts?	CAD CAM Dimension	Plane Extrude Component																
2	Build on knowledge gained above and further it by completing the following tasks: Use basic sketch/solid tools to model an emoji dice. Follow instructions and an orthographic drawing to model independently to specific dimensions. Produce and print an orthographic drawing of an emoji dice in line with BS 8888 Understand third angle projection	Orthographic Elevation Dimension Third angle																	
3	What is third angle projection What are the named views of an orthographic projection What are dimensions and how do we show them correctly in an orthographic projection *Students are to produce, by hand, an orthographic projection in third angle to demonstrate their understanding of the above.	Third angle Dimension Orthographic Symbol	Diameter Radius Elevation																
4	Build on the knowledge and understanding gained from previous weeks learning to produce more complex orthographic drawings, following the BS 8888 conventions.	Dimension Orthographic Symbol	Diameter Radius Elevation																
5	<p>Finite- Finite resources will run out one day. Petrol and diesel are examples of finite resources. They are used in distribution of products (using lorries and cars to transport products and materials) Oil is used to make plastic another finite material. Once the oil has run out we will not be able to make new plastic. Sustainable- We can use things either in a sustainable way or an unsustainable way. Growth of trees for example can be slow. So we need to make sure we don't use more than we can replant. When we do this it is called over harvesting and this can lead to mass deforestation.</p> <p>Reduce the amount we use so the finite resource lasts longer making it more sustainable Reuse (repair) the resource as many times as we can before disposal Recycle the product rather than burying it in the ground or burning it</p> <p>Thermoplastics have low melting points and, when heated, will soften to a malleable state or melt to a liquid state. This means they can be shaped into nearly any mold or design. Also, even extreme heat does not change the makeup of the material, so even after a material is shaped and cured, it can be heated and melted or reshaped again, and it will still be the same thermoplastic Thermosets have high melting points, but once they are exposed to a certain temperature and cured to a solid state, their components and physical properties become set. They can't be melted back down or restored to their original properties. Instead, the material will simply burn or char.</p>	Derived Sustainable Thermosetting Malleable Tough Finite Thermoplastic	Polymers Hard Draw Filing Abrasion Former Jig																
6	<table><tr><th>Process</th><th></th><th>Types</th></tr><tr><td>Wasting</td><td>Wasting processes involve the removal of material by cutting, shaping and abrasion.</td><td>Laser Cutter CNC Router</td></tr><tr><td>Deforming</td><td>Deforming involves changing the shape of the material without changing the state. This means the material remains a solid throughout the shaping process even though it may be subjected to heat and/or pressure.</td><td>Line Bending Vacuum Forming</td></tr><tr><td>Reforming</td><td>Reforming involves changing the shape of the material by changing the state i.e. turning from a solid to liquid and back to solid.</td><td>Injection Moulding</td></tr><tr><td>Addition</td><td>3D printing is an additive process where you start with nothing and add fine layers of plastic which build up to form a three-dimensional shape.</td><td>3D Printer</td></tr></table> 	Process		Types	Wasting	Wasting processes involve the removal of material by cutting, shaping and abrasion.	Laser Cutter CNC Router	Deforming	Deforming involves changing the shape of the material without changing the state. This means the material remains a solid throughout the shaping process even though it may be subjected to heat and/or pressure.	Line Bending Vacuum Forming	Reforming	Reforming involves changing the shape of the material by changing the state i.e. turning from a solid to liquid and back to solid.	Injection Moulding	Addition	3D printing is an additive process where you start with nothing and add fine layers of plastic which build up to form a three-dimensional shape.	3D Printer	Processing Wasting Deforming Reforming Addition Router Former Jig		
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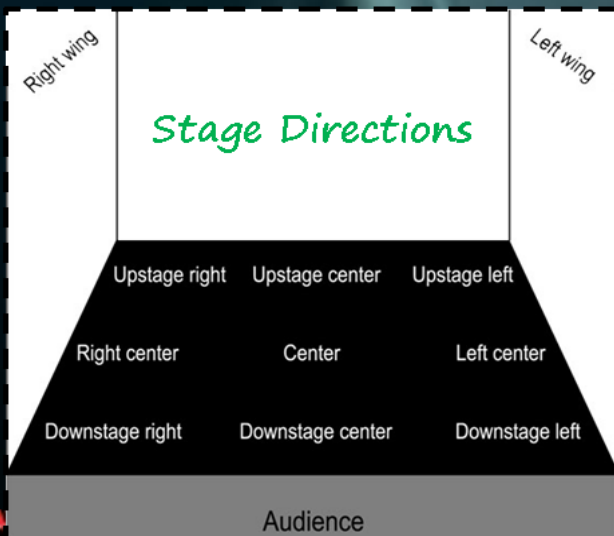
KS3 Drama Knowledge Organiser Years

KEY PHYSICAL SKILLS

Gesture	How everyday actions, such as shaking hands or putting on a jacket, express something about a character. What single gestures, like a wave or hug can reveal about a character.
Facial Expression	How different facial expressions reflect different characters and their moods. How eye movements can convey feelings and relationships.
Over Exaggeration	Exaggeration is a representation of something in an excessive manner. Overacting is the exaggeration of gestures and speech when acting.
Body Language	The gestures, postures, and facial expressions by which a person manifests various physical, mental, or emotional states and communicates nonverbally with others.
Slow Motion	How quickly or slowly a character makes a gesture or moves across the stage and how it influences our opinion of them.

DRAMA STRATEGIES

Freeze Frame	The action is frozen like a photograph.
Split Scene	Cutting from scene to scene.
Improvisation	Improvisation is a state of being and creating action without pre-planning. This can be when an individual or group is acting, dancing, singing, playing musical instruments, talking, creating artworks, problem solving, or reacting in the moment and in response to the stimulus.
Hot Seating	You are in role and people ask you questions about your background, behaviour and motivation.
Role on the Wall	Role on the Wall is a visual map that invites the actors to explore the inner feelings and outer influences on a character, place, or idea.
Thought Tracking	When frozen you speak the thought in the character's head aloud.
Levels	Using heights and proxemics to demonstrate meaning and relationships to the audience.



THE STAGE

Set	The set is the constructed or created setting in which a play takes place.
Props	The props are the items used during a performance.
Costume	All the clothes and accessories an actor wears to demonstrate meaning and/or character.
Masks	Masks are a form of covering the face enabling actors to represent different people or beings leading to a more striking and effective performance.
Make-Up	Make-up is the cosmetic paint, powder and colouring used on stage to make faces and expressions visible to the audience.
Lighting	The use of artificial light to create a range of effects and moods, or to direct the audience's attention.
Sound	This includes everything the audience hears.



"All the world's a stage."
William Shakespeare

Blocking is:

- the precise staging of actors.
- working out an actors movements on the stage.

*"We must all do theatre, to find out who we are,
and to discover who we could become."*

Augusto Boal



Samba is a musical genre and dance style with its roots in African, the West African slave trade and African religious traditions. Samba is a form of Brazilian cultural expression and is performed and compete bringing people



s. Samba is a form of Brazilian cultural expression and is performed and compete bringing people



A. Key Words and Terms in Samba Music

CALL AND RESPONSE – one person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one.

CYCLIC RHYTHM – a rhythm that is repeated over and over again.

IMPROVISATION – making up music as you go along, without preparation.

OSTINATO – a repeated pattern. Can be rhythmic or melodic; usually short.

PERCUSSION – Instruments that are mostly hit, scraped or shaken to produce sound. Samba uses many percussion instruments which together are called a **BATERIA**.

POLYRHYTHM – the use of several rhythms performed simultaneously, often overlapping each other to create a thick texture.

PULSE – a regular beat that is felt throughout music

RHYTHM – a series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse.

SYNCOPIATION – accenting or emphasising the weaker beats of the bar (often a half beat (quaver) followed by a full beat (crotchet)) giving the rhythm an **OFFBEAT** feel.

SAMBISTA – the leader of a Samba band or ensemble, often signalling cues to the rest of the band of when to change sections within the music with an **APITO** (Samba whistle)

B. Form and Structure of Samba

Samba music often starts with an **INTRODUCTION** often featuring **CALL AND RESPONSE RHYTHMS** between the Samba Leader and ensemble. The main Ostinato rhythm of Samba is called the **GROOVE** when all the instruments of the Samba Band play their respective rhythms over and over again (**CYCLIC RHYTHMS**) forming the main body of the piece. The **GROOVE** is broken up by **BREAKS** - 4 or 8 beat rhythms providing contrast and **MID SECTIONS** – one or two instruments change the rhythm of their ostinato and the others stay the same or stop. Sometimes **BREAKS** and **MID SECTIONS** feature a **SOLOIST** who “shows off” their rhythms. The **SAMBISTA** must signal to the group when to change to a different section which is normally done with an **APITO** (Samba Whistle – loud!). A piece of Samba can end (this section is called the **CODA**) with either a **CALL AND RESPONSE** pattern or a pre-rehearsed ending phrase of rhythm. The **FORM AND STRUCTURE** of a piece of Samba may look like the following:

Intro	Groove	Break	Groove	Mid-Section	Groove	Mid-Section	Groove	Break	Groove	Coda
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C. Texture of Samba Music

Texture varies in Samba music, often **MONOPHONIC** where a single rhythm is heard as in **CALL AND RESPONSE** sections, sometimes **POLYPHONIC** where sections of the Samba band play different rhythms (**OSTINATOS**) creating **CROSS-RHYTHMS** (when two rhythmic patterns that “conflict” with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms – a **POLYRHYTHM** or a **POLYRHYTHMIC TEXTURE**.

D. Dynamics of Samba Music

The dynamics of Samba music are normally **VERY LOUD** – it is music designed to be performed outdoors at carnivals and is played by large numbers of instrumentalists and to accompany dancers and processions with large audiences watching and listening. Sometimes, a **CRESCENDO** is used at the end of a piece of Samba music for dramatic effect.

E. Tempo of Samba Music

Samba music is generally **FAST** at around 104 bpm and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.

My Diary :							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
	17/04/2023	18/04/2023	19/04/2023	20/04/2023	21/04/2023	22/04/2023	23/04/2023
2							
	24/04/2023	25/04/2023	26/04/2023	27/04/2023	28/04/2023	29/04/2023	30/04/2023
3							
	01/05/2023	02/05/2023	03/05/2023	04/05/2023	05/05/2023	06/05/2023	07/05/2023
4							
	08/05/2023	09/05/2023	10/05/2023	11/05/2023	12/05/2023	13/05/2023	14/05/2023
5							
	15/05/2023	16/05/2023	17/05/2023	18/05/2023	19/05/2023	20/05/2023	21/05/2023
6							
	22/05/2023	23/05/2023	24/05/2023	25/05/2023	26/05/2023	27/05/2023	28/05/2023
7							
	17/04/2023	18/04/2023	19/04/2023	20/04/2023	21/04/2023	22/04/2023	23/04/2023

My Homework						
Week						
17/04/2023						
24/04/2023						
01/05/2023						
08/05/2023						
15/05/2023						
22/05/2023						
17/04/2023						

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
18/04/2023			
19/04/2023			
20/04/2023			
21/04/2023			
24/04/2023			
25/04/2023			
26/04/2023			
27/04/2023			
28/04/2023			
01/05/2023			
02/05/2023			
03/05/2023			
04/05/2023			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
05/05/2023			
08/05/2023			
09/05/2023			
10/05/2023			
11/05/2023			
12/05/2023			
15/05/2023			
16/05/2023			
17/05/2023			
18/05/2023			
19/05/2023			
22/05/2023			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
23/05/2023			
24/05/2023			
25/05/2023			
26/05/2023			

April/May	EASTER HOLIDAYS	Friday 21 st	Friday 28 th	Friday 5 th	Friday 12 th	Friday 19 th
		THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %
		OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %

May	Friday 26 th	HALF TERM
	THIS WEEK: %	
	OVERALL: %	

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



[illegible]