



# **Home Learning Booklet**

**8<sup>th</sup> -12<sup>th</sup> June**

## Home Learning Booklet

Firstly, we would like to **THANK YOU** for your hard work, we know that this is difficult for you and your family. The point of these task is to practice your skills and to keep you engaged.

Several of the departments have put together a series of tasks to complete over the next 6 weeks, which will form an overall project, and this week is the first week of this.

Again, we need to remind you **please not to worry about school work**. We will ensure that you catch up on anything that you need to once you return to school. Everyone in the country is in the same position as you – and at the moment the most important thing is looking after your mental well-being.

That is why the activities are slightly different from “normal” school lessons: some of them can be worked on when you are completing your daily exercise; some of them can be done with family and friends.

All of them are designed to help you think about learning and develop skills, rather than specific knowledge.

Some of you have said you want a different style of work – so we are suggesting that you could use the following website for different subjects

<https://www.thenational.academy/online-classroom/subjects/#subjects>

Simply click on the link and select your year group. Then select your subject and follow the lesson plan.

You should use this booklet as **a menu** of activities that you **choose to complete**.

We are suggesting you **complete up to 5 individual activities a day**.

Spend **no more** than an hour on each!

If you have brothers and sisters in Years 7 or 8 you might want to work on them together to complete them.

### What activities do you need to complete?

#### English

English has provided you with a choice of activities to complete. However, as well as completing these, you **should be reading as much as possible**.

Research has proven that a key indicator of **future success** is the **extent of vocabulary** that a student has. We want you to use this time at home to read regularly and increase that vocabulary.

If you have a book that is linked to Accelerated Reader and can continue to quiz, then that is even better! We will ensure you are rewarded for your efforts. You can find out if your book (even if it is not from the LRC) has an AR quiz by entering some simple details here: [www.arbookfind.co.uk](http://www.arbookfind.co.uk)

Alternatively, both Kindle and Audible are currently giving free trials of their sites – please speak to your parents and carers before signing up to these.

#### Maths

Maths have provided you with a range of activities to complete. One of these is to complete Corbett 5 A Day which should be done each day to help improve basic numeracy skills. This week we have also **included different work books for different year groups to work on.**

### **Personal Development (PDP)**

You will have one PDP activity per week which will be set via SMHW at the start of the week.

### **Department Activities**

You should try and complete **at least** one task from **each area**, (English, Maths, Science, Art & Design, BIM, Humanities, MFL, Performing Arts, PE), although you might want to do more. Some of the activities have a challenge element, which you might also want to do.

### **How to access additional resources**

If you need any additional documents this will be indicated on the department pages. If you **log into your school account** and then click the links they should take you to the documents.

To access College files at home and to share resources that teachers have created, students can use the Home Access Plus website <https://hap.latimer.org.uk/HAP/myfiles/>

Alternatively, any documents you need are saved in the W drive in the folder "Year 7-9 home learning".

## **Planning your time**

Below is a blank timetable again. Your first job is to plan out your week and pick the activities that you want to do. You will then create your own personal timetable! However, some of you requested a little more guidance so there is also a guidance timetable for you if you are in Year 7 and 8. If you are in Year 9 you should look at your option subjects.

Remember to put in time for reading and one Corbett 5 A Day.

	Monday 8 <sup>th</sup> June	Tuesday 9 <sup>th</sup> June	Wednesday 10 <sup>th</sup> June	Thursday 11 <sup>th</sup> June	Friday 12 <sup>th</sup> June
1	Plan your week				
2					
3					
4					
5					

**However, some of you did not like having to plan your own time so a suggested timetable is below. This is a suggestion only.**

	Monday 8 <sup>th</sup> June	Tuesday 9 <sup>th</sup> June	Wednesday 10 <sup>th</sup> June	Thursday 11 <sup>th</sup> June	Friday 12 <sup>th</sup> June
1	Corbett Maths and Reading	Corbett Maths and Reading	Corbett Maths and Reading	Corbett Maths and Reading	Corbett Maths and Reading
2	Humanities (1)	BIM (1)	Art and Design (1)	PE (1)	Performing Arts (1)
3	Science (1)	English (1)	Maths (1)	MFL/Ignite (1)	PSHE task
4	Performing Arts (2)	PE (2)	BIM (2)	Humanities (2)	Art and Design (2)
5	English (2)	Maths (2)	Free Choice	Free Choice	Free Choice

## **English Faculty**

*Remember to keep reading regularly as well as completing the activities below!*

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

### **‘The History of the Olympic Games – Option One’**

Read the article ‘The Olympic Games’ (<https://www.history.com/topics/sports/olympic-games>) and complete the quiz on SMHW to test your understanding. Create a table to show the differences between the Olympics in 776 BC, 1896 and 2004. Make sure that you include key details. Where? Why celebrate? Who competed? What sports/events?

### **‘The History of the Olympic Games – Option Two’**

Read the article ‘The Olympic Games’ (<https://www.history.com/topics/sports/olympic-games>) and complete the quiz on SMHW to test your understanding. Create a detailed timeline to show how the Olympic Games have developed into what it is today. Make sure that you include key dates and facts. You could use images too if you fancy being creative. Produce a poster or something creative!

### **‘The History of the Olympic Games – Option Three’**

Read the article ‘The Olympic Games’ (<https://www.history.com/topics/sports/olympic-games>) and complete the quiz on SMHW to test your understanding. Imagine that you are a spectator at three different Olympic Games in history. Write an account of your experience using the information that you have read. Be creative: you could use humour, use figurative language (metaphor, simile), speech etc. How will you make each account believable?

**CHALLENGE:** Read three more sources of information about the development of the Olympic Games. What interesting facts can you find to help complete this task?

## Maths Faculty

To keep your mathematical minds working well over the next few weeks, we recommend that you complete the 5 a day activity that can be found on the CorbettMaths website **each day**:

<https://corbettmaths.com/5-a-day/gcse/>

There are several different levels of difficulty – feel free to look through them to find the level that is most appropriate, but as a starting point I would recommend that if you are **Year 7 and 8 students** you should try the “Numeracy” activity whilst **Year 9 students** go for the “Foundation” or “Foundation Plus” tiers.

All of the answers can be found by scrolling down to the “May Answers Click Here” link which even includes a video explanation for the numeracy section together with some suggested videos for further learning.

### White Rose Learning Tasks:

For the next 6 week’s you have access to a new Maths platform. We will use this over the coming weeks alongside Corbett Maths. There are different lesson for students in year 7 and year 8.



[Go to whiterosemaths.com](https://whiterosemaths.com)

You can find the website here <https://whiterosemaths.com/> .

1. Click on the HOME LEARNING box.
2. Click on your year group.
3. Click on the video for lesson 1, watch the video for lesson 1.
4. Download the worksheet for lesson 1, you can either print out the sheet or complete answers on paper.
5. Download the answer sheet for that lesson and mark your work.
6. There are 4 lessons a week that you could try

The later lessons and questions are harder Maths so do those which challenge you!

There is a weekly family quiz added on a Friday which can be used as an extension activity or as a family activity should you wish.

[Year 7 worksheet link](#) is here and we will send you the booklet. The answer booklet [is here](#).

[Year 8 worksheet link](#) is here and we will send you the booklet. The answer booklet [is here](#).

If you have any issues with the website, please contact the school using the usual methods by emailing [mail@latimer.org.uk](mailto:mail@latimer.org.uk).

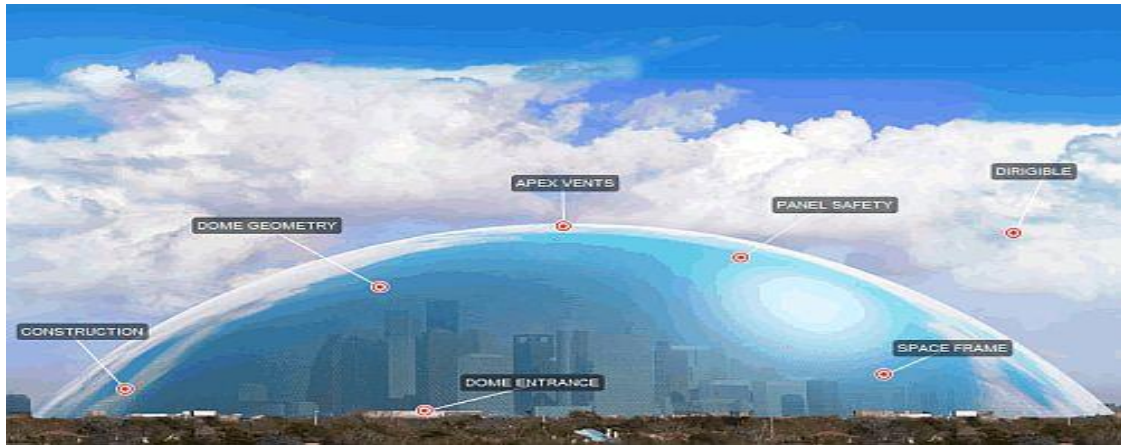
### Maths newsletter – Secondary Ready students [click here](#)

For those of you who are struggling with the Maths please keep trying your hardest – but we also include a newsletter with some Maths tasks, jokes and useful tips for you to look at and complete if you have difficulty with the White Rose maths – if you are in **the secondary ready classes** please try this first and then look at the other booklets

## Science Faculty

### Choice of tasks:

#### Project Moon landing



You have been specially chosen to be part of the first colonisation of the moon.

The only way to survive is in a dome.

YOU are in charge...

HOW WILL YOU SURVIVE IN A DOME FOR TWO YEARS?

#### Big Question

*“What do we need to put into the Dome and why?”*

#### **Details:**

1. The Dome needs to exclude all material from outside except sunlight.
2. The Dome will be 2Km in diameter.
3. Only healthy people will be allowed to live there. You will decide who and how many will be allowed in the dome. Think about what jobs they would be able to do.

#### **Presentation**

You will be presenting your dome idea to the Latimer Space Programme. The presentation will need to include:

1. A model of the dome and what is inside.
2. A presentation board with all the information that you will have collected over the length of this project.
3. A speech to give to the Latimer Space Programme team, explaining your decisions, the different features of your dome.

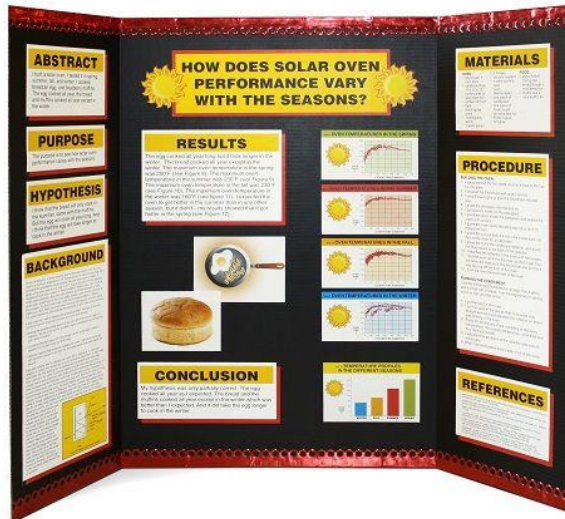
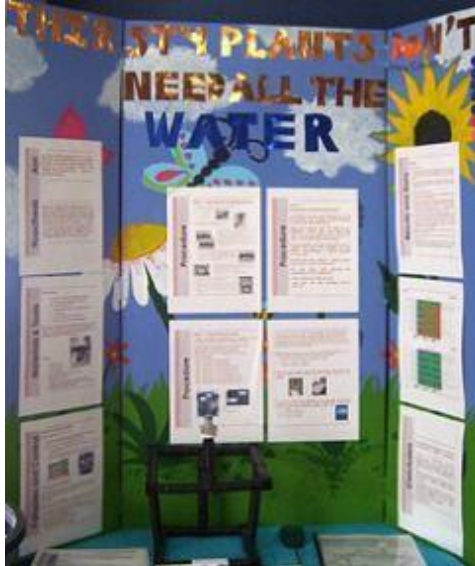
#### Time:

You have 6 weeks to gather the knowledge you need to be able to decide what goes into your dome and why.

## **Booklet:**

This booklet will help you gather information and design your dome. It includes key ideas you will need to think about to make this dome a success.

After you have completed the task for the week, please make sure you add your findings to the presentation board.



Below are some videos and websites about cooking and eating in space – **how do you make food when it is floating around?** Have a look at them to help you with your research:

<https://science.howstuffworks.com/astronauts-eat-in-space.htm>

<https://www.youtube.com/watch?v=OINZX0SFVn8>

[https://www.nasa.gov/audience/foreducators/stem-on-station/ditl\\_eating](https://www.nasa.gov/audience/foreducators/stem-on-station/ditl_eating)

<https://www.youtube.com/watch?v=AZx0RIV0wss>



## Week 1: How would plants and animals in the Dome get their food (Nutrition)?

### Task 1 – Answer these questions:

1. What foods should you have in your dome? Use this food pyramid to work out the types of food you should include.



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Design a menu for the full day to meet all the needs of the people in the dome.

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Where will you get the food from? Think about what you might need to take with you to the moon to be able to feed everyone. Make a list of foods you might need to take

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**Task 2** : Create your presentation board (you can use recycled boxes and coloured paper/paint).

Then ADD THIS INFORMATION TO YOUR PRESENTATION BOARD in your own way.

### **Light box challenge:**

Test your knowledge about space and complete the crossword in the link below:

[Space Crossword HA.doc](#)

[Answers.doc](#)

## **Art & Design Technology Faculty**

### **Choice of tasks:**

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

#### **DT Task 1: FLOWER BASHING!**

**Description:** Collect flowers and leaves and sandwich them in-between fabric layers. (Paper if you don't have this) Follow the simple YouTube video to bash the flowers so that they print onto the material (or paper).

**Light box challenge:** Once you have done the above you could draw round/over the prints or embellish or embroider the flowers using hand stitching, beads etc. if you have the equipment.

<https://www.youtube.com/watch?v=2LuisNcF1uk&feature=youtu.be&fbclid=IwAR07ZPLuIV9ATayTiXuG1ZkJrTZqkW1vuTvENFLaWR0MbXjDVbNws2GRI>

#### **DT Task 2: BE AN ARCHITECT**

**Description:** Are you interested in architecture? If you are then why not download the Floor planner app and have a go!! The app is free and is great fun. It allows you to plan and design buildings but also to create schemes for interior space planning too!! We would love to see anything that you create...

**Light box challenge:** Redesign a Classroom at school!

#### **DT Task 3: HOW ARE YOUR HEADPHONES MADE?**

**Description:** Ever wondered how your headphones are designed and made? Watch the brilliant BBC documentary on how they are made!

[https://www.youtube.com/watch?v=5\\_8m8iPs2nU](https://www.youtube.com/watch?v=5_8m8iPs2nU)

**Light box challenge:** Design a Pair of headphones for a specific celebrity



#### **Art Task 1: LANDSCAPE INSPIRED FASHION ILLUSTRATION**

**Description:** Create your own fashion templates, cut these out and hold them up against different surfaces and then take photos. See the website below on how to do this!

<https://mymodernmet.com/paper-cut-out-art-fashion-design-shamekh-al-bluwi/>

**Light box challenge:** Try creating a range of drawings and garments using a themed environment or background – Give your fashion range a name! eg – A range of flowery swimwear or dresses using doors...

### **Art Task 2: DRAW A PORTRAIT**

**Description:** Draw a detailed portrait of someone you live with using only pen.

**Light box challenge:** Use tea or coffee to add more tone to your portrait (Yes, you read that right!)



### **Art Task 3: WATCH ART CLUB**

**Description:** Watch an episode of "Grayson's Art Club" on CH4 ALL4 catch-up. Watch all the episodes if you really love it!

**Light box challenge:** Create a piece of Artwork of your own based on the theme of the episode you chose to watch...



### **Food Task 1: VEGANISM**

**Description:** What does it mean if you are a vegan? How does being a vegan support the environment? Do some research to answer these questions and present your research how you choose.

**Light box challenge:** Design – and cook if you can! – A vegan dish or meal



### **Food Task 2: CRUMPETS!**

**Description:** Find a recipe for making crumpets in a book, magazine, or on the internet and type up a recipe sheet that we could use in school, including ingredients, equipment and method.

**Light box challenge:** Make some crumpets! Watch a youtube video tutorial and make your own – send a photo to Mrs Ashcroft! (I love mine with Marmite but did you know you can make chocolate ones??? Yummm...)



### **Food Task 3: PICNIC IN A JAR**

**Description:** Design and create a picnic in a jar. It could be a layered salad, a cylindrical sandwich or a layered granola and fruit dish! Will it have a cultural theme? How will you make it balanced, nutritious but above all - delicious?

**Light box challenge:** Make (and eat!) your design – send a photo to Mrs Ashcroft!



## **Business, ICT and Media Faculty**

### **Choice of activities:**

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

### **New York Trip Project**

You have recently been appointed as an administrative officer at your school. The ICT Department has asked you to help them organise a seven-day educational trip to New York for Year 10 students. All the students participating in the trip will spend four days working in the office of an American school and will have three days to see the sights of New York. It is anticipated that between 8 and 12 students and 2 staff will participate in the trip. Accommodation will be with American families.

You have been asked to research:

- Safe working practices
- sightseeing options
- evening activities
- transport options
- costs



You will need to prepare a range of documents for the staff and students to assist in the organisation of the trip. These will include a presentation, a range of word-processed and/or desktop published documents.

You will need to design the layout of all the documents you create however, it is not necessary for you to provide evidence of the designs as these will be seen in the completed documents.

### **Description Task 1: Safe working practices in a Business Environment**

All the students participating in the trip to New York will be undertaking work experience in an office during the trip. The organisers want to make sure that the students understand safe working practices when using ICT in a business environment.

You have been asked to provide the text for a document that will be given to the students before the trip.

This website will help you with the information needed [https://www.teach-ict.com/gcse\\_new/health\\_safety/miniweb/index.htm](https://www.teach-ict.com/gcse_new/health_safety/miniweb/index.htm)

Prepare some text to explain, using examples, measures that should be taken to ensure safe working practices when using ICT in an office. In your explanation you must say what the potential danger is if these measures are not put in place.

You must include measures that cover:

- protecting health
- protecting physical safety

- protecting files from loss
- protecting files from unauthorised access

Give reasons for each of the measures you have explained. In your examples, include images showing safe/dangerous working practices.

For **Emerging** you must include explanations, with examples, of at least one measure for each of the bulleted items listed.

For **Developing** and **Secure** a wider range of safe working practices for the measures listed, together with more detailed explanations, should be included. Additionally you should include measures to protect files from unauthorised modification.

For **Excellence** suitable guidance on choosing a strong password should also be included.

## Humanities Faculty

### Task Heading:

This half term you will complete a Humanities challenge:

- 'Around the world in 30 days'

You have 30 school days left of this year, and so each week we will set you a continent to research and learn about.

### Description:

Your task is simple; you will be given a continent each week and you must produce a postcard fact file or a flapbook on each. – you may choose to focus on a particular country or groups of countries – it is up to you

- This week you will research AFRICA
- **Front page:** images of key landmarks from the continent – these can be natural or manmade
- **Second Page:** The History of the continent
- **Third Page:** The Geography of the continent
- **Forth Page:** The Culture and Beliefs of the continent

### **WAGOLL:**



### **Ideas on what to include:**

- Population Size and details about the population
- Maps of the continent and countries
- Climate
- National Landmarks – e.g. longest river, tallest mountains
- Animals who are native
- Religions
- Places of pilgrimage (religious journey's)
- Religious and traditional customs/festivals/ clothing
- Languages
- Key moments in History
- Explorers
- Ancient civilisations
- Major empires who have inhabited the continent
- Conflicts



## Modern Foreign Languages Faculty

### Choice of tasks:

Please complete the Vocab Express task **AND** choose at least one more from the following list of activities. They have been chosen to give you a choice of learning activities.

### Task 1 Vocab Express

#### **Description:**

Learn the vocab in the blocks assigned to you this week. You should complete the assignment for at least 10 minutes on 3 different days over the course of the week.

#### **Light box challenge:**

Choose at least 5 new words / phrases that you have learnt on the current assignment and write a short paragraph that includes them. Can you also include any Magic 12 structures?

### Task 2: Around the world:

In 1872 Jules Verne published this famous novel in which Phileas Fogg and his valet Passepartout attempted to circumnavigate the world in 80 days. Times have moved on and we reckon that the students at Latimer can do this in fewer than 30!

This half term you will complete a MFL challenge where you will need to tackle tasks from a variety of topic areas in order to earn enough miles to travel around the world, just like the characters in the novel.



#### The Rules

1. Each week, we expect you to earn a minimum of 2000 Miles – This should take about 1 hr. There is no maximum and there is more than enough here to keep you busy!
2. All miles totals are halved if you choose a country whose main language is English.
3. You need to collect evidence to earn miles!
4. Choose something that interests you. Get your family and friends involved and get stuck in!
5. ePraise points for anyone who manages to travel a total of 25,000 miles – enough to travel the circumference of the Earth – between now and the end of term.



#### How to submit your evidence

1. Complete a challenge from the list– making sure that you keep some evidence. For different challenges, this could be different things. A video, a photo, a write up, an audio recording, or a screenshot – you can decide.
2. Scan the QR code to upload your evidence. Only students in Y7-8 have been sent this and I have to approve new posts. The password is **Latimer1**. Without the QR code or link below, people are unable to access this area. You can also use this link from your computer or device.  
<https://padlet.com/awest76/MFL80dayschallenge>





3. Press the little plus sign that appears. The title of your work should be the challenge number and your surname, initial and form group – ie for me: Q1 – WestA W1
4. You can then attach your evidence easily.
5. If you would rather keep your work private, and don't want to see what others are adding, you can simply email your evidence to your teacher, but copy me in too ([awest@latimer.org.uk](mailto:awest@latimer.org.uk)). If you are sending a large video file use [wettransfer](#).
6. If you are unable to send your work online keep a record. I will award your points on your return to school.

**Task: To earn your miles you should complete at least 1 task from the weekly themed challenge lists (this week it's Performance Challenges), but you can also complete up to 3 Quick Wins each week. The Quick Wins will remain the same throughout the term so choose wisely!**



### **Performance Challenges**

**D1 – Watch a foreign movie or short film (lots on Netflix or Prime – just search ‘french’, lots of episodes of things like Peppa Pig/ Asterix et Obélix on Youtube for free)**

1000 Miles

**D1A - Video your family acting out a key scene from the film.**

4000 Miles + bonus points for acting/family involvement/costumes/set/props

**D1B – Write a film review**

2000 Miles + bonus points for presentation/quality of language

**D2 – Act out your favourite Grimm’s fairy tale and film it**

4000 Miles + bonus points for acting/family involvement/costumes/set/props

**D3 – Research a traditional dance from another country- film yourself performing it**

3000 Miles + bonus for family involvement/‘authentic’ costumes.



### **Quick Wins**

**Q1 - Secure a time under 20 seconds on ‘Match’ on Quizlet for your Family and Technology vocabulary. Click the links to be taken to the relevant Quizlet pages.**

**Y7 Module 1:** <https://quizlet.com/366223666/match>

**Y8 Module 1:** <https://quizlet.com/216246230/match>

500 Miles.

**Q2A – Take part in a Quizlet Live game - follow @LatimerMFL on Twitter for the codes and times.**

500 Miles

**Q2B – Be part of a winning team on a Quizlet Live game.**

1000 Miles

**Q3 – Learn some vocab on Vocab Express on 5 different days in a week for at least 10 minutes each time.**

1000 Miles

**Q4 – Learn to count to ten in a different language - NOT French.**

1000 Miles

**Q5 – Complete 1 song on [www.lyricstraining.com](http://www.lyricstraining.com) in French.**

500 Miles

**Q6 – Learn how to write a phrase in a language that uses a different script, like Arabic or Mandarin.**

1000 Miles

**Q7 – Change your phone into French for 24 hours.**

500 Miles

**Q8 – Find out which language other than English would be most useful for your dream job.**

500 Miles

**Q9 – Use the Duolingo app to practise French for a 3 day streak.**

1000 Miles

**Q10 – Find 10 brand names from France that we buy here – for example Chanel is from France.**

1000 Miles

***Bon courage!***

## **Ignite**

***These tasks are for those students in Year 7 and 8 who do not do French***

### **Choice of tasks:**

### **Choice of tasks:**

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

### **Reading and Spelling:**

IDL Cloud

### **Description:**

Log onto your IDL account (<https://idlsgroup.com/> remember this is best accessed via Google Chrome and you will need headphones but not access to a webcam/ microphone) using your usual username and password. Remember that this is case sensitive and you need a capital letter for your initials in this format:

Username: **F**irstinitial**S**urname followed by @nn156sw

Password: **S**urname followed by 123

We recommend you spend a minimum of 20 minutes on IDL Cloud three times per week. Don't forget to then read your Accelerated Reader book for 20 minutes per day and quiz where you can on the usual AR site.

### **Light box challenge:**

Referring to the 'dirty thirty' spellings list aim to write four sentences using as many of these words as possible.

### **Spelling:**

Look, Cover, Write, Check

### **Description:**

Look, Cover, Write, Check is a spelling strategy used to help you learn to spell tricky words. This online spelling game: <http://www.ictgames.com/mobilePage/lcwc/index.html> allows you to select some tricky words (although these are categorised into Primary year groups, the tricky words are very tricky and definitely appropriate for you to revisit, particularly the tricky lists in Years 3,4 and 5 and 6!).

- You look at the word
- The game covers it over
- You type the spelling
- The game uncovers the spelling to check if you have got it right

### **Light box challenge:**

If you have words which you know you frequently spell incorrectly, you can enter them here in Spelling City and focus on getting these right in a variety of ways: <https://www.spellingcity.com/> Enter four words of your choice and select which activity you would like to do to focus on the spelling strategies for that particular word.

## Performing Arts Faculty

### Choice of tasks:

#### Dance: Britain

During this half term, you will be exploring dance styles from around the world. This week we are in Britain.

- Watch this YouTube Clip of people performing Morris dancing. Believe it or not, this is England's national dance! [https://www.youtube.com/watch?v=sArAC2\\_ow2k&t=39s](https://www.youtube.com/watch?v=sArAC2_ow2k&t=39s)
- Matthew Bourne is one of Britain's (and the world's) famous choreographers and his Nutcracker is one of his most iconic works. Learn the Gobstopper dance from Matthew Bourne's Nutcracker <https://www.youtube.com/watch?v=6rW1FPZEDZY&t=12s>
- Answer the questions

#### Questions:

- 1) Morris dancing is England's national dance but what other dance styles originated in Britain? Name one (or LB)- three (You will need to conduct research to answer this question) (3 Marks)
- 2) How would you describe the Gobstopper dance phrase? LB- Use action names, dynamics and space within your answer. (3 marks)
- 3) What performance skills (e.g. strength, alignment) do you think is important when performing the Gobstopper phrase? and LB – Why? (Give examples in your answers). (3 Marks)

#### Music: Film music

During this half term, you will be exploring descriptive music – music that helps to describe things. These things could be mood, time, story, place, character, anything! Descriptive music has been composed across musical periods and styles, and we are going to look most at FILM music.

If you are particularly interested in how film music has evolved over time, you can read this article: <https://www.filmindependent.org/blog/know-score-brief-history-film-music/>

Task 1: If you can, watch these three clips from Titanic to see the different types of emotion the music can help you feel alongside the video.

<https://www.youtube.com/watch?v=RxWH3Rg0ozo>

<https://www.youtube.com/watch?v=tCS7ReJphu4&t=2s>

<https://www.youtube.com/watch?v=DWvM3mOXWDQ>

#### Task 2: Listening Task.

Listen to the audio, then watch the video of a clip from the film JAWS (as many times as you need). [You can use the link here](#). Use your ears and musical understanding to answer the following questions:

1. What difference did the music make on the mood of the scene?
2. How many notes were used in the melody of the music?
3. How would you describe the pitch? How does this affect the mood?
4. What instruments were playing the music?
5. What happened to the DYNAMICS of the music as the shark approached and then swam off?

**LIGHTBOX:** List the 4 other musical elements, and describe each as you hear them.

Answers will be in next week's tasks.

Task 3: Next time you watch a film, **notice** and think about the music and what effect it has.

## **Drama**

### Task 1:

Read aloud the following line of script, but putting emphasis on a different word each time.

'I never stole that purse'  
'I **never** stole that purse'  
'I never **stole** that purse'  
'I never stole **that** purse'  
'I never stole that **purse**'

If possible record and listen to the different versions you have created.

***Q. How does the meaning of the sentence change, by emphasising different words?***

### Task 2:

Now explore and say out loud/record 3 ways to interpret;

1. "Oh hello",
2. "No way"
3. "What are you doing?"

### **Have you considered?**

- Personality and mood of your character?
- Place and atmosphere?
- What has just happened & where have you come from or where are you going?

### Task 3:

Using the script below read it through a few times - *get a member of your family involved if you can, or (with permission) do it over the phone with a classmate?*

*[A sits quietly on his/her own. Enter B, cheerfully]*

**B:** Good morning

*[A looks up slowly]*

**A:** What?

**B:** I said good morning

**A:** How dare you?

**B:** What? Err...I just said good morning

**A:** Shut up

*[Silence]*

**B:** I was just trying to be friendly

**A:** Don't you ever shut up? Yap yap yap, all day long...

**B:** All I said was good morning...

**A:** Now you listen to me, if you say one more word, I'm going to...

**Now answer these questions:**

- Who are they?
- What is their relationship? What has just happened?
- Where have they come from and where are they going?
- Where does this conversation take place?

Use the questions and apply them to the script. How does this change things? For example if you are best friends and one of you has found out the other has been gossiping about you-how would this change the tone? If the conversation was taking place in an empty corridor how would this differ if it took place in the middle of classroom when you didn't want the teacher to hear?



Experiment with 5 different versions of the script. Then choose the one that you think is most appropriate and write a paragraph explaining your choices

## Physical Education Faculty

### Task Heading:

Remember to keep healthy and exercising as much as you can – it will help your mental health as well as your physical. This half term you will complete a P.E challenge that involves planning, promoting and running an event:

### **'The backyard sports day'**

### Description:

You are going to plan a sports day that can be carried out In your own back garden. It could be one you do on your own or with family members.



**Task:** Start to make a list of ideas that you 'could' do. Don't make any decisions yet, just write down as many ideas as you can so that next week you can start to make final decisions. Think about it over the week, and speak to family members about ideas as well.

### **Some questions to get you thinking:**

- Who could take part?
- What events could happen?
- Where could it take place?
- How could you organise the events?
- When could it take place?
- What equipment could you use?



### Lightbox/Challenge:

Create a 10 question questionnaire to give to a family member to find out their thoughts on what would make a good backyard sportsday.

