



Home Learning Booklet

29th June – 3rd July

Home Learning Booklet

Thank you for completing the quizzes last week, it helps us understand how some of you are getting long and what we need to work on when you are back in school. If you did not get a chance to complete them, please go back to the work from last week on Show My Homework and try to complete them.

This is the fourth week working on your overall project. **Please send in to staff pictures** of your research and activities for them to look at and share with us!

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.

Thank you for the work on Tassomai – lots of you have signed up – keep it going, and if you did not get a chance to sign up last week the instructions are included again for this week.

And remember that for those of you who want a different style of work than the booklet 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

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.**

Science

Remember to do your minimum of 10 minutes of Tassomai a day.

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 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
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 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
1	Corbett Maths and Reading Tassomai	Corbett Maths and Reading and Tassomai	Corbett Maths and Reading and Tassomai	Corbett Maths and Reading and Tassomai	Corbett Maths and Reading and Tassomai
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

Choice of tasks:

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

'Swim to Victory! – Perspective Writing'

Watch the video below of Team GB's Adam Peaty breaking the 100m World Record for 100m Breaststroke in Rio 2016 <https://www.youtube.com/watch?v=YsGHSe6N06w>. Write a short story that explains what happened on the day of Peaty's victory. Try to use language to capture the excitement of his victory. You could write either from the perspective of Peaty, thinking about how he felt at different points of the race, or from one of his competitor's perspectives – are they angry with him? Disappointed with themselves? Do they admire what he has achieved?

'Swim to Victory! – Artistic Option'

Watch the video below of Team GB's Adam Peaty breaking the 100m World Record for 100m Breaststroke in Rio 2016 <https://www.youtube.com/watch?v=YsGHSe6N06w>. Create a graphic novel, comic or picture book that tells the story of Peaty's victory. You might want to use the internet to research his training in the run up to the event or what happened afterwards to develop his story.

'Swim to Victory! – Building Excitement'

Watch the video below of Team GB's Adam Peaty breaking the 100m World Record for 100m Breaststroke in Rio 2016 <https://www.youtube.com/watch?v=YsGHSe6N06w>. Imagine that you are a TV commentator. The idea behind your writing is to get everyone who is watching at home more and more excited as Peaty completes his swim to victory. Use the structure of your writing to build that excitement.

CREATIVE CHALLENGE:

Record audio or video to bring your commentary to life once you have written it. Can you use your house or garden to recreate Peaty's moment of victory?

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:



[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.

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.

Answers to the Maths newsletter [are here](#)

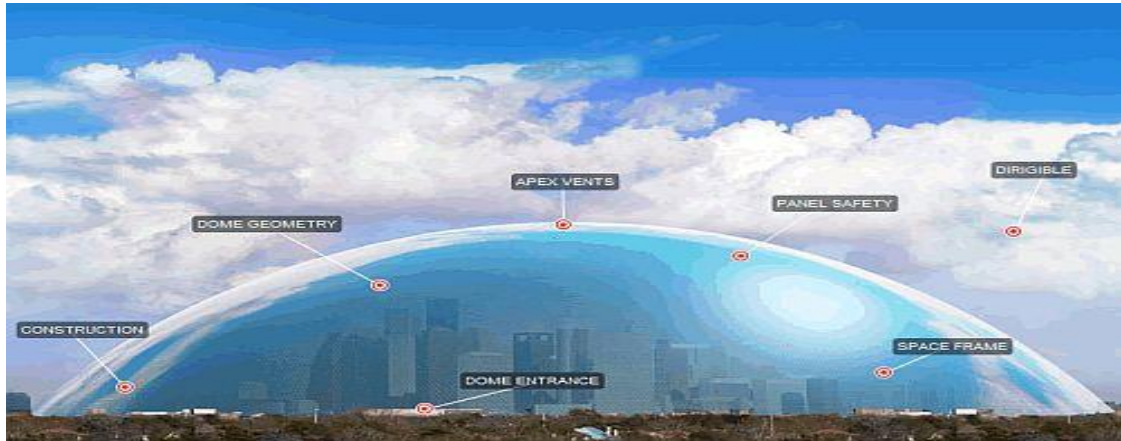
Science Faculty

Task 1 – Tassomai

Last week you should have set up your Tassomai account – please remember to do little and often to help you.

The instructions for how to set it up can be [accessed here](#).

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 in total to gather the knowledge you need to be able to decide what goes into your dome and why.

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.



Week 4: All living things are made up of carbon, that's why there is so much fuss about it now; we have changed our Biosphere too much.

You could start of by watching these brief videos:

<https://oceanservice.noaa.gov/facts/carbon-cycle.html>

<https://www.youtube.com/watch?v=GXGPL0sZ3CY>

You could play this carbon offset game (you will need to have the correct adobe flashplayer)

<https://climatekids.nasa.gov/offset/>

1. Draw or find a labelled picture of the carbon cycle.

A large empty rectangular box for drawing or finding a labelled picture of the carbon cycle.

2. Write a simple word equation for respiration in animals and plants.

_____ + _____ $\xrightarrow{\hspace{1cm}}$ + _____

Compare this with photosynthesis equation (key idea 1)

3. What would happen to the carbon dioxide and oxygen levels if we had:

- a. Too many animals

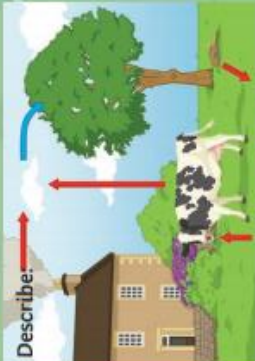
.....
.....
.....

- b. Too many plants

.....
.....
.....

Try the taboo carbon cycle card game with the people in your household. Here are the instructions for taboo <https://youtu.be/4QeA4nrcQV0>

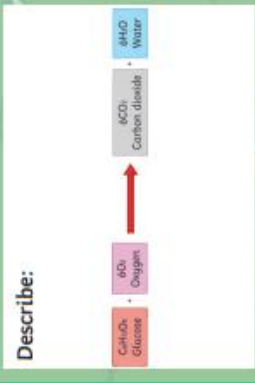
ADD THE CARBON CYCLE INFORMATION TO YOUR PRESENTATION BOARD.

Describe: 

carbon cycle
without using the words:

1. carbon dioxide
2. combustion
3. respiration
4. excretion
5. photosynthesis

twinkl.co.uk

Describe: 

respiration
without using the words:

1. carbon dioxide
2. oxygen
3. glucose
4. photosynthesis
5. water

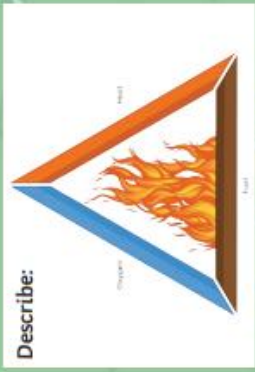
twinkl.co.uk

Describe: 

photosynthesis
without using the words:

1. plants
2. oxygen
3. carbon dioxide
4. sun
5. respiration


twinkl.co.uk

Describe: 

combustion
without using the words:

1. burn
2. carbon dioxide
3. pollution
4. fossil fuels
5. transport

twinkl.co.uk

Describe: 

oxygen
without using the words:

1. O₂
2. carbon dioxide
3. breathing
4. respiration
5. photosynthesis


twinkl.co.uk

Describe: 

carbon dioxide
without using the words:

1. CO₂
2. oxygen
3. respiration
4. combustion
5. pollution

twinkl.co.uk

Describe: 

deforestation
without using the words:

1. trees
2. plants
3. chop down
4. carbon dioxide
5. oxygen

twinkl.co.uk

Describe: 

excretion
without using the words:

1. waste
2. get rid
3. carbon dioxide
4. products
5. egestion

twinkl.co.uk

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: RECYCLING PLASTICS

Description: Using the video link below, find out about different plastics/polymers. Can you find examples of each of the polymer type in your house? Collect them, categorise them and label them!

<https://www.youtube.com/watch?v=zO3jFKiqmHo>

Light Box Challenge: Can you think of a new use for any of the plastic objects you have found? If they are single use objects that would be recycled then try cutting them up, joining them together, painting them etc. to make them into something else!



DT Task 2: BIONIC HAND!

Description: Using only cardboard and string - try to create a moving bionic hand. Watch the video clip to help you to get started...

<https://www.youtube.com/watch?v=c9FuPdl3xCE>

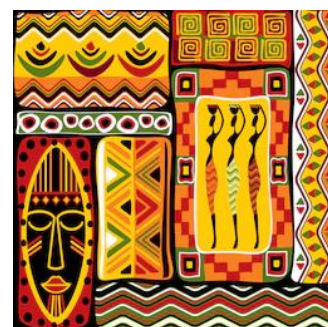
Light Box Challenge: What objects can you safely grip and pick up with your hand? Take some photos and email them to Mrs Reynolds...



DT Task 8: INSPIRED BY CULTURE!

Description: Different countries have different design styles. This can be a great influence for designers. Art Deco designs (you will learn about this in GCSE) used ancient Egyptians as an influence. Draw the outlines of two t-shirts. Now look up African design and Chinese design on the Google Images. Use what you learn to fill in the t-shirt designs influenced by each culture, use labels to point out how you achieved the look.

Light Box Challenge: Write out a list of design features for African design.



ART Task 1: FLOWER PRESSING

Description: Find some interesting flowers or leaves when out on a walk or from your own garden. Use a heavy books to press them flat, laying out and then sandwiching between the pages, sandwiching them in between layers of kitchen roll or tissue. Once flat after a few days glue down to make an interesting collage.

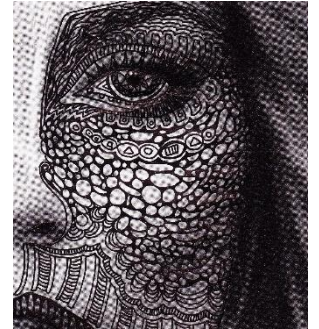
Light Box Challenge: Use your flowers to decorate a greetings card and post it to someone else to enjoy!



ART Task 2:

Description: Alana Dee Haynes is known for her intricate hand drawn illustrations over found photographs, she uses her recurring patterns to transform these found images into something new and abstract. In response to Alana Dee Haynes, choose a photo of someone from a magazine or newspaper (preferably black and white) then use a pen to draw interesting patterns over the skin of the person

Light Box Challenge: Take and print a photo of yourself in black and white and use the Artist technique in a pen of any one COLOUR...



ART Task 3:

Description: Create an image copy of a piece of artwork that uses interesting texture and colour – it might be a famous artwork that you know or you might have a painting around your home to copy...

Light box challenge: Create your own piece of artwork that uses interesting texture and colour, it could be a painting, a sculpture or a collage...



FOOD Task 1: CELEBRITY SUPPLY TEACHER!

Description: Watch Celebrity Chef Heston Blumenthal teach you about flavour and taste and show you how to make his ultimate Strawberry Sundae!

<https://www.bbc.co.uk/iplayer/episode/m000jybb/celebrity-supply-teacher-series-1-5-heston-blumenthal-food-science>

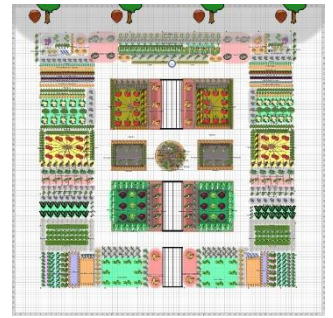
Light Box Challenge: Have a go at making the Strawberry Sundae! Send a photo to Mrs Ashcroft...



FOOD Task 2: PLAN A KITCHEN GARDEN

Description: If you could "grow your own" - what would you choose to plant? What do you enjoy eating that can be grown at home in the UK?? Draw a plan of your pots and beds!!!

Light Box Challenge: Could you have a go at growing a small herb garden? This could be done outside or on a sunny window sill.



FOOD Task 3: ULTIMATE BACON SANDWICH

Description: Draw out a plan for your ultimate bacon sandwich – White or brown bread? Bread soft or toasted? Brown or Red sauce? Bacon soft or crispy? Maybe you would prefer a great vegetarian alternative! Annotate your design to show us your personal preferences...

Light box challenge: Make and eat and enjoy the sandwich! Send a photo to MRs Ashcroft – YUMMMMMmmmm!!!!



Business, ICT and Media Faculty

ICT New York Letter task

Task - Design and create a formal business letter to the parents of your students to inform them about the trip.

- You need to mention the date (5.-12. August 2021), and that there are only 10 places available.
- Students will be away for two weeks, they will complete a week of work experience and a week of sightseeing. (you could include examples of what kinds of things they will be doing)
- Make parents aware of the costs involved though the school might be able to support parents if necessary.
- Include your logo in a suitable place
- Make sure your letter has the correct date and is formatted correctly. An example is below

Make sure that you create the letter using this appropriate style. This should be completed in Word and to do it properly there should be no use of text boxes.

Example layout

Company name
Street Name and Number
Postcode and City
Country (State)
MM/DD/YYYY

Company name
Name and Surname of the responsible person
Street Name and Number
Postcode and City
Country (State)

REF: Request for the payment of invoice Nr. [00000000]

This letter serves as a formal notice to you that you are in default of your obligation to pay the invoiced sum of [Enter the owing amount] as stated in the invoice Nr [000000] issued on [MM/DD/YYYY] regarding [Enter provided service / goods].

This amount has been overdue since [MM/DD/YYYY] and you have failed to pay the same despite repeated requests for payment by our us.

Unless payment of the above stated amount is made within seven (7) days of the date of this letter, we will have no alternative but to exercise protection of our rights envisaged under the law to enforce such payment, including but not limited to institutional or legal proceedings against your company to recover the above amount, together with accrued interest and legal expenses.

Kindly govern yourself accordingly.

Regards,

[Signature]

[Name and Surname of the sender, followed with an official stamp]

Lightbox challenge – design the style of the letter following your house style of documents (header and footer – research these if you are unsure) and add this to your finished letter. Please submit to Miss Brooks - lbrooks@latimer.org.uk

Humanities Faculty

Task Heading:

This half term you will complete a Humanities challenge:

- 'Around the world in 30 days'

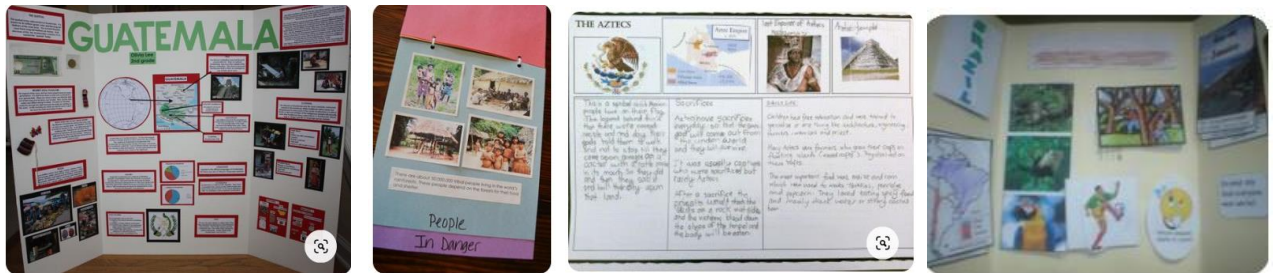
You have 15 school days left of this year, and so each week we will set you a continent to research and learn about.

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 **SOUTH AMERICA**
- **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

Remember you can see an example created by a pupil to help guide [you here](#)

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?

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). If you are sending a large video file use [wettransfer](#).



Task: To earn your miles you should complete at least 1 task from the weekly themed challenge lists (this week it's Music), 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!



Musical Challenges

M1 - Create your own lipsync video for a foreign language song. (Ideally French but can be another language if you find a song you like!)

2000 miles + bonus miles for flair and creativity.

M2- Learn the chorus to your favourite Disney song in another language – most of them are on Youtube.

1000 Miles + bonus miles for confident singing/family involvement.

M3 - Play a piece of music from another country on an instrument of your choice. (Voice counts if you don't have any instruments at home!)

3000 Miles + bonus for ensembles!

M4 - Write a song to help remember this week's vocabulary. (*Choose the words that you struggle with most*).

2000 miles

M5 – Learn how to sing Happy Birthday in another language.

2000 Miles + bonus points if you send this on Mr. Hockey's birthday.....



Quick Wins

Q1 - Secure a time under 20 seconds on 'Match' on Quizlet for vocabulary. Click the links to be taken to the relevant Quizlet pages.

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

Y7 Module 2 : <https://quizlet.com/511819874/match>

Y7 Module 3 (NEW) : <https://quizlet.com/511822552/match>

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

Y8 Module 2: <https://quizlet.com/216246273/match>

Y8 Module 3 (NEW) : <https://quizlet.com/300507770/match>

500 Miles.

Q2A – Take part in a Quizlet Live game - follow @LatimerMFL on Twitter or check your school email at the start of the week for times. The link to join the game will be emailed to you on the day.

500 Miles

Q2B – Win 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 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:

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: FirstinitialSurname followed by @nn156sw

Password: Surname 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:

Practice your touch typing. Open a blank Word document and write a paragraph about your week so far. You could time how long it takes you to write a certain amount of words and then see if you can beat this challenge next week! The more familiar you get with where the keys are on the keyboard, the faster you will be at typing responses, which helps you in an assessment and when taking notes in a lesson.

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/lwc/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

Dance: South America - Week 4

During this half term, you will be exploring dance styles from around the world. This week we are in South America. If you look back you could use your geography project to help you!

- A Linha Curva is the name of a dance performance that uses Brazilian culture as its stimulus. Watch this YouTube Clip of A Linha Curva:
https://www.youtube.com/watch?v=hlj0_o6gcSw
- Answer the questions

Questions:

- 1) Describe the music in the A Linha Curva clip. **Light Box** – Explain how the music links to Brazilian culture (3 marks)
- 2) Describe the costume in the A Linha Curva clip. **Light Box** – Explain how the costume links to Brazilian culture (3 marks)
- 3) Describe the choreography in the A Linha Curva clip. **Light Bo** – Explain how the choreography links to Brazilian culture (3 marks)

Answer guidance: Pupils can get the **Lightbox** mark if they have linked the music/ costume/ choreography to Brazil in any sensible way e.g. Brazil being hot, carnival, samba instruments etc.

Drama - Week 4

What can you remember from last lesson?

Take a minute to think

- ▶ How can we changing stage directions change the interpretation?
- ▶ Why do we try to find different interpretations?

1. Today we are going to think about using silence and dramatic pauses within a piece of script to develop our interpretations.

First think carefully – *when/why might you use a dramatic pause? What effect does it have?*

2. Read the script below aloud – make each [PAUSE] last for 5 seconds. To begin with you should use a stopwatch to time these pauses, often they are longer than you think.

TIP: Use mime, reactions, slow motion, movements, still images to ‘fill’ the pauses with something interesting. Remember just because you are silent doesn’t always mean you have to be still.

[A and B sit together, in silence. PAUSE]

A: It's cold

B: Freezing!

[Silence. PAUSE]

A: How long do you think we'll be here?

B: As long as it takes.

[Silence. PAUSE]

B: He'll be here sooner or later

[Silence. PAUSE]

A: Are you scared?

[Silence. PAUSE]

B: Yeah

[Silence. PAUSE]

B: Did you hear that?

A: No, what?

[A is starting to panic. PAUSE.

B laughs. A dramatic moment]

A: That was a horrible thing to do.

Consider the following as you read:

- The personality and mood of the characters
- Place and atmosphere
- Relationships between characters
- Use of stage directions
- Use of 5 second pauses filled with interesting moments (from the TIP section above)



Develop the script by creating two contrasting interpretations. Perhaps the characters have very different relationships or the locations contrast? You could add another 20 lines – but remember the dramatic pauses.

Music week 4

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 at FILM music.

Today we are going to use what you have learnt through exploring Leitmotifs and plan how to compose for a part of a film.

Task 1: Watch the video about the **Power of Music in Film** here:

<https://www.youtube.com/watch?v=iSkJFs7myn0>

Notice how much power you have as a composer in making your audience feel how YOU want them to!

Task 2: Choose a short film clip (30 seconds to 2 minutes). There are [examples here](#)., links below or find a part of any (age appropriate!) film you like.

<https://www.dropbox.com/s/ehpcjcf3cj0kt8b/Venom%20Teaser%20Trailer.mp4?dl=0>

<https://www.dropbox.com/s/hac6093dya5xeh2/Angry%20Birds%20%20Trailer.mp4?dl=0>
<https://www.dropbox.com/s/o9l1ttjrcit53t/Spectre%20Trailer.mp4?dl=0>
<https://www.dropbox.com/s/997oxigs1pdapcg/Wallace%20Gromit%20Intro.mp4?dl=0>

Task 3: Create a Cue Sheet (you researched this term last week). An example is below and a blank one is on the final page. A Cue Sheet contains information about what happens in the film; when it does; what YOU as composer thinks the watcher should feel; and the beginnings of musical ideas to try out. Make sure to mute your film clip or use one of the examples to ensure you are not listening to any original music. Composing is about your own ideas after all!

If you are having difficulties making your music suit your character, consider some of these ideas below, like last week, known as musical Clichés!

Chosen Film Clip: Wallace and Gromit Intro (first 30 seconds)			
Time	What happens	Mood/how should it make your audience feel?	First musical ideas
0:00	Lightning, moon, film title	Horror, scared, tense	Low note repeated, on piano, gradually gets louder.
0:07	Bunny ears appear on title	Suddenly, funny	High piano notes added, short pattern of notes getting higher
0:11	Policeman walking and whistling, empty street, night	Cheerful, but a little bit tense	Flute melody to represent whistling, high short notes, major scale. Low piano repeated note quietly in the background
0:28	Shadow appears on wall	Scary, uneasy	Dissonant clashing piano notes, lower descending movement. Flute melody stops

This part of the process is all about thinking 'What MIGHT sound suitable?' Be CREATIVE. Remember you aren't thinking about sound effects, or speaking, or foley (footsteps etc.) but the music that accompanies the scene.

Task 3 (LIGHTBOX) : Compare your ideas with other composers music in similar film clips. See what you might be able to steal AND CHANGE/ADAPT for your own film clip. Add this information to your Cue Sheet showing where the ideas come from...

Creating Happy / Light Music	Creating Sad / Dark Music
Rising Melodies: Tunes that get higher in pitch	Descending Melodies: Tunes that get lower in pitch
High Pitch: High notes	Low Pitch: Low notes
Bright Timbres: Bright sounds	Smooth Timbres: Smooth sounds
Lively Rhythms: Energetic, jumpy, fast moving, short notes etc.	Simple Rhythms: Slower moving, longer notes, uncomplicated
Loud Dynamics: Loud volume	Soft Dynamics
Fast Tempo	Slow Tempo
Major Scales / Chords	Minor Scales / Chords Diminished Scales / Chords

Chosen Film Clip:

[illegible]

Physical Education Faculty

Task Heading:

This half term you will complete a P.E challenge that involves planning, promoting and running an event:

'The backyard sports day'

Description:

It's time to prepare for your event with a practice run through! Practising now before the real event will make the actual day run smoothly!



Task: Collect and organise all the equipment you need for your event.

Now go through the plan of your event, having a go at each of the events you have chosen. Do they work? Are they safe? Are they fun? How long do they take?

Now is the time to change/adapt any of the events you are not happy with before the 'real event'.

Now see if you can adapt the events to make each one easier/harder so that an adult and a small child competing against each other can have a fairer competition. For example: In an egg and spoon timed race, an adult could have a tiny spoon to balance their egg (tennis ball) to make it harder for them! Add these to your plan if you think it will make your day better.



Create an instruction pack on how to carry out each of your events that can be used again every year to anyone that organises/participates in your sportsday would know what to do and how to set the event up.

