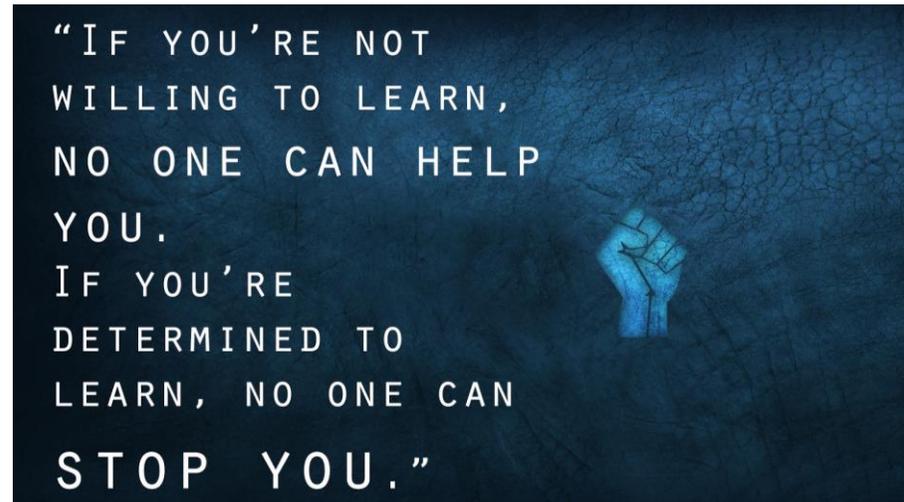




Dorset
Studio School
CENTRE OF EXCELLENCE FOR
ENVIRONMENTAL SCIENCES

Knowledge Organiser Booklet

Year 7 Spring Half Term 2



Name: _____ Tutor group: _____

Contents

- Home learning timetable
- Instructions on how to use a knowledge organiser
- English
- Maths
- Science
- Humanities
- Land & Environment
- Art
- Music
- MFL
- ICT



Education
Endowment
Foundation

+5
months

Research carried out by the Education Endowment Foundation proved that: Homework has a positive impact on average of + 5 months, particularly with pupils in secondary schools.

Home learning timetable

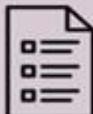
The table below details which days each subject will set home learning on each week. Students will have one week to complete home learning tasks for each subject.

| Group | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|-------------------|-------------------|---------------------|--------------------|------------------|
| 7N | Humanities Art | Science MFL | Maths Science | English Music | Reading |
| 7E | MFL Science | Art Humanities | Maths Science | English | Music Reading |
| 7W | MFL | Science Art | Maths Humanities | English Science | Music Reading |

Please note you have two science teachers; science home learning will be set by both teachers

These knowledge organisers have been created by your teachers to support your learning both in class and for home learning. They are also a valuable revision tool for you to use independently when preparing for assessments. It is important that you make good use of your knowledge organisers by learning how to use them in different ways.

How to use a knowledge organiser – step by step guide

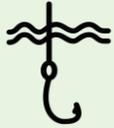
| | Look, Cover, Write, Check | Definitions of Key Words | Flash Cards | Self Quizzing | Mind Maps | Paired Retrieval |
|--------|--|--|---|--|--|---|
| Step 1 | <p>Look at and study a specific area of your KO.</p>  | <p>Write down the key words and definitions.</p>  | <p>Use your KO to condense and write down key facts or information onto flash cards.</p>  | <p>Use your KO to create a mini quiz. Write down your questions using your KO.</p>  | <p>Create a mind map with all the information you can remember from your KO.</p>  | <p>Ask a friend or family member to have the KO or flash cards in their hands.</p>  |
| Step 2 | <p>Cover or flip the KO over and write down everything you can remember.</p>  | <p>Try not to use your KO to help you.</p>  | <p>Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other!</p>  | <p>Answer the questions and remember to use full sentences.</p>  | <p>Check your KO to see if there are any mistakes on your mind map.</p>  | <p>They can test you by asking you questions on different sections of your KO.</p>  |
| Step 3 | <p>Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat.</p>  | <p>Use your green pen to check your work.</p>  | <p>Ask a friend or family member to quiz you on the knowledge.</p>  | <p>Ask a friend or family member to quiz you using the questions.</p>  | <p>Try to make connections, linking the information together.</p>  | <p>Write down your answers,</p>  |



PERSUASIVE WRITING

Structuring an Argument...

HOOK



Make the introduction as engaging as possible. Use an anecdote or rhetorical question to get attention.

MAIN POINT



Put your most persuasive point first. Make it believable by supporting with facts, statistics and emotive language.

BUILD



Develop your first point with another. Make sure it links securely and is persuasive, using different techniques.

COUNTER ARGUE



What would someone who disagrees with you say? Why are they wrong? Use this section to be really emotive.

CONCLUDE/SUMMARISE



End as persuasively as you started with a tripartite list, rhetorical question or anecdote. The best answers will use cyclical structure.

STRUCTURE:

As well as following the conventions of the type of text you are writing, you must also use paragraphs well to structure your work. One way to remember this is 'Tip Top'.



Time

PARAGRAPHS

Make them

TIP TOP

For a new

Place Topic

start a new paragraph



Person



Rhetorical Devices / Techniques: DAFOREST



| Technique | Explanation | Example |
|----------------------------|--|--|
| Direct Address | Addressing the reader directly using pronouns e.g. "we" or "you". | "You can stop the spread of coronavirus by staying at home" |
| Anecdote | A short personal story that provides an example related to the topic | "The crime rate in Amsterdam dropped significantly when they legalised cannabis" |
| Facts | Something which can be proven true | "'E' is the most common letter in the English language." |
| Opinions | A belief which cannot be proven true – someone's ideas. | "Exeter City is the greatest football club of all time" |
| Rhetorical Question | A question which does not require a response. | "Do you want to pass your exams?" |
| Emotive Language | Words which provoke an emotional response from the audience. | "This ludicrous idea will result in utter catastrophe." |
| Statistics | Numerical facts and data used to support a point. | "12% of people worldwide have never used the internet" |
| Three (rule of) | List of three things in a sentence. | "Smoking is a filthy, selfish and costly habit" |



Does this persuasive text include...

| | |
|---|--|
| a clear title that tells the reader the topic of the text and gives an idea of the viewpoint? | |
| an introduction that shows the writer's point of view? | |
| strong arguments with evidence or justification? | |
| short sentences in the present tense? | |
| opinions presented as facts? | |
| only one side of an argument discussed? | |
| cause and effect conjunctions? | |
| images to support your arguments? | |
| exaggeration? | |
| emotive language? | |
| persuasive devices? | |
| rhetorical questions? | |
| a conclusion which sums up the main arguments? | |

Rhetorical Questions

- Can you imagine...?
- Is it right that...?
- Have you ever considered...?
- Did you know...?
- Would you like to...?
- Why should...?

Persuasive Devices

| | | |
|----------------------|----------------------|-----------------------|
| modal verbs | modal adverbs | emotive language |
| facts and statistics | rhetorical questions | powerful exclamations |
| repetition | exaggeration | alliteration |

Sentence Starters

- It can also be said that...*
- Another important point is...*
- Without a doubt...*
- It is important to remember...*
- Anyone can see that...*
- Unfortunately, many people do not realise...*
- For these reasons...*
- It is undeniable that...*

Cause and Effect Conjunctions

- due to owing to so as a result of resulting in thanks to
 for because hence similarly consequently on account of

- accordingly
- therefore
- since
- whereas

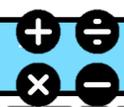
Non-Fiction Texts - Layouts

Leaflets/Posters/Magazine Articles/Web Pages

The non-fiction texts are often designed, informally, in columns with pictures and sometimes graphs or statistics scattered throughout the text to help keep the reader interested and informed.

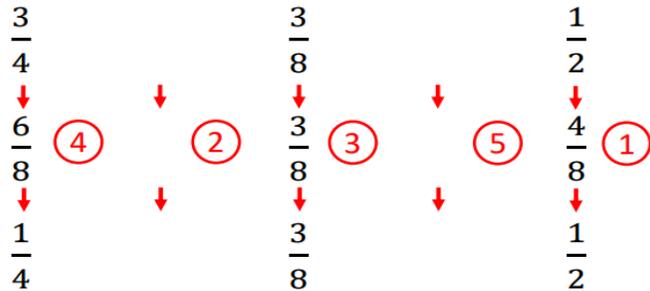
Letters/Newspaper Article/Biographies/Journals

These types of non-fiction texts are usually more formal in structure and obey certain rules. They are all generally written in standard English, with clearly organised paragraphs of varied lengths.



Ordering Fractions

To order these fractions, make the denominators the same.



To order these, convert them all to decimals.

| | | | | |
|------|---------------|---------------|---------------|---------------|
| 56% | $\frac{3}{4}$ | 0.871 | 23% | $\frac{6}{7}$ |
| 0.56 | 0.75 | 0.871 | 0.23 | 0.857.. |
| 23% | 56% | $\frac{3}{4}$ | $\frac{6}{7}$ | 0.871 |

Keywords

Fraction: how many parts of a whole we have

Equivalent: of equal value

Whole: a number with no fractional or decimal part.

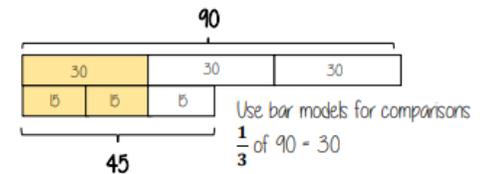
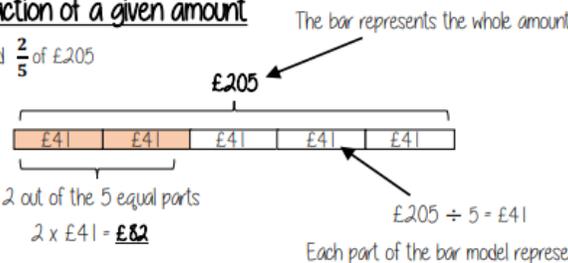
Percentage: parts per 100 (uses the % symbol)

Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right.

Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle.

Fraction of a given amount

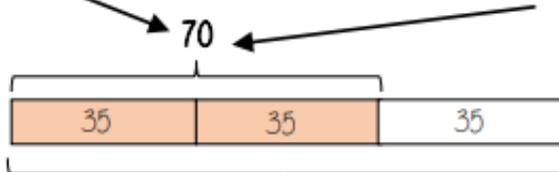
Find $\frac{2}{5}$ of £205



$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Use a fraction of amount

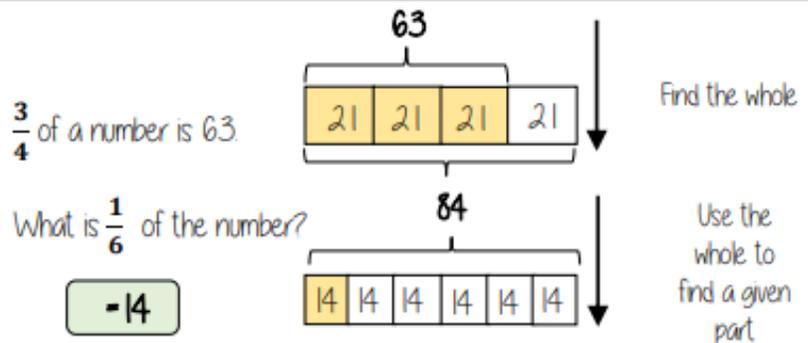
$\frac{2}{3}$ of a value is 70. What is the whole number?



$35 \times 3 = 105$
The whole number is 105

$70 \div 2 = 35$
Each part of the bar model represents 35.

The wording of the question is important to setting up the bar model





What do I need to be able to do?

By the end of this unit you should be able to:

- Be able to use inverse operations and "operation families".
- Be able to substitute into single and two step function machines.
- Find functions from expressions.
- Form sequences from expressions.
- Represent functions graphically.

Keywords

Function: a relationship that instructs how to get from an input to an output

Input: the number/ symbol put into a function

Output: the number/ expression that comes out of a function

Operation: a mathematical process

Inverse: the operation that undoes what was done by the previous operation (The opposite operation)

Commutative: the order of the operations do not matter.

Substitute: replace one variable with a number or new variable.

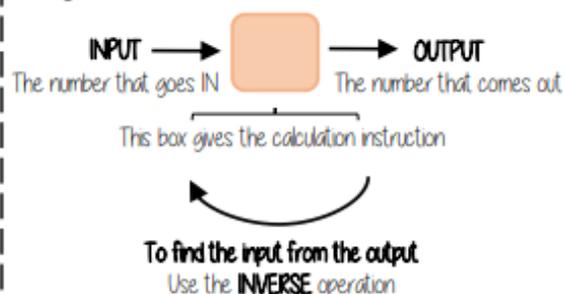
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Evaluate: work out

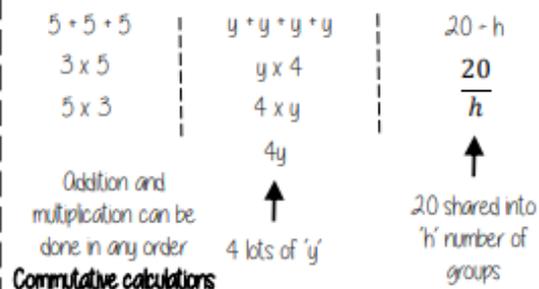
Linear: the difference between terms increases or decreases by the same value each time

Sequence: items or numbers put in a pre-decided order

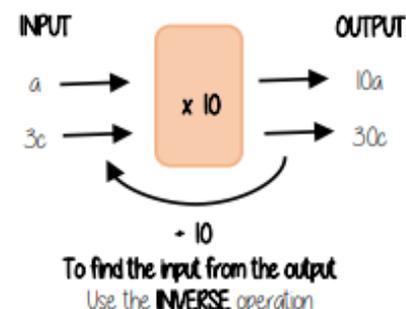
Single function machines



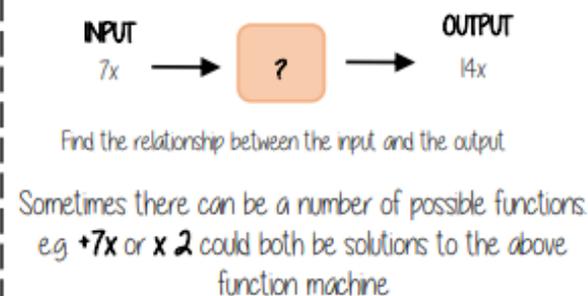
Using letters to represent numbers



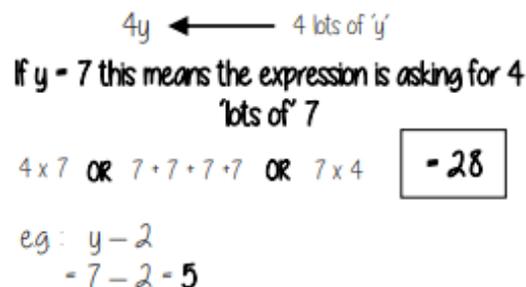
Single function machines (algebra)



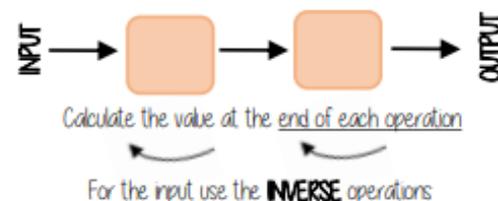
Find functions from expressions

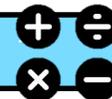


Substitution into expressions



Two step function machines



Key vocabulary

Variable – an unknown value, represented by a letter

Term – a single number or variable, or numbers or variables multiplied or divided by each other (positive or negative)

Expression – two or more numbers added and/or subtracted

Equation – an expression that contains an equals symbol (=)

Formula – a relationship or rule

Like Terms – terms that have the same variables and powers

Inverse - reverse or opposite of a function

Expand – to multiply each term in the bracket by the expression outside the bracket

Factorise – the reverse of expanding brackets

Coefficient – a value that is being multiplied by a variable

Expanding/Multiplying out brackets

Multiply all terms inside the bracket by the term in front of the bracket being careful with any negative numbers

$$\text{e.g. } 4(3a - 6) = 12a - 24$$

$$\text{as } 4 \times 3a = 12a \text{ and } 4 \times -6 = -24$$

Factorising linear expressions

Factorising is the opposite of expanding a bracket. Look for the largest common factors of ALL terms and divide by these.

The factors are put in front of the bracket.

$$\text{e.g. } 12x + 4 = 4(3x + 1)$$

12 and 4 have a HCF of 4

$$25y + 15 = 5(5y + 3)$$

25 and 15 have a HCF of 5

$$18a - 4y = 2(9a - 2y)$$

18 and -4 have a HCF of 2

Algebraic Notation

$$a \times a \equiv a^2$$

$$a \times b \equiv ab$$

$$a \times a \times b \equiv a^2b$$

\equiv is the identity symbol and is used to show equivalent expressions / terms

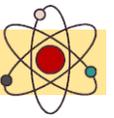
The number being multiplied by the letter is called the coefficient

The number comes before the variable

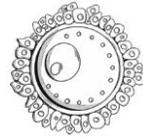
Variables multiplied together are written in alphabetical order

If your coefficient is not an integer, write it as a fraction not a decimal

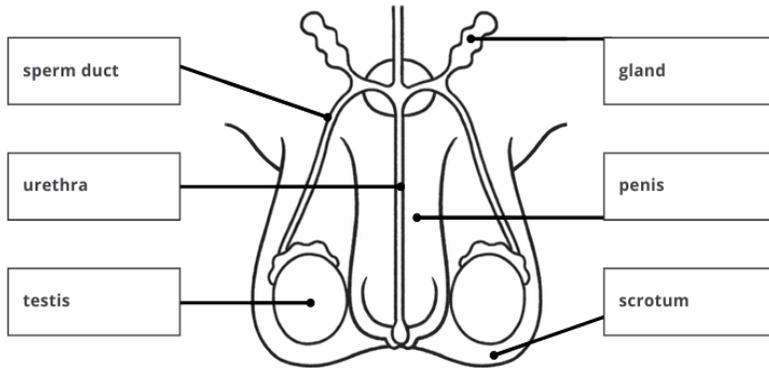
$$0.25 \times a \times a \equiv \frac{1}{4} a^2$$



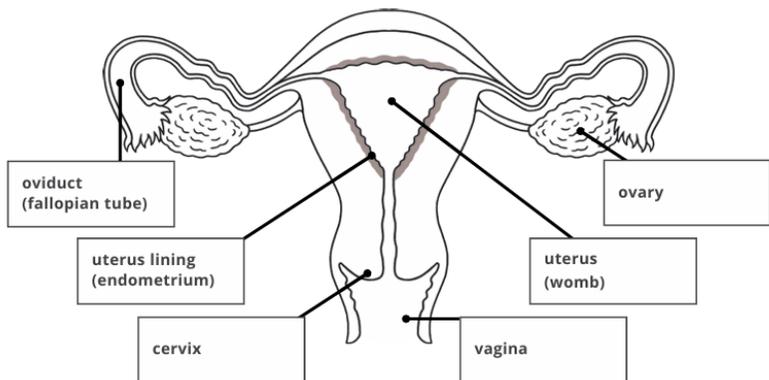
Sperm cells and egg cell



Male reproductive system



Female reproductive system



The **time** during which you change from being a **child** to being an **adult** is called **adolescence**.

The **physical changes** that happen between the ages of 9–14 are called **puberty**.

Girls

breasts develop, ovaries start to release egg cells, periods start, hips widen

Both

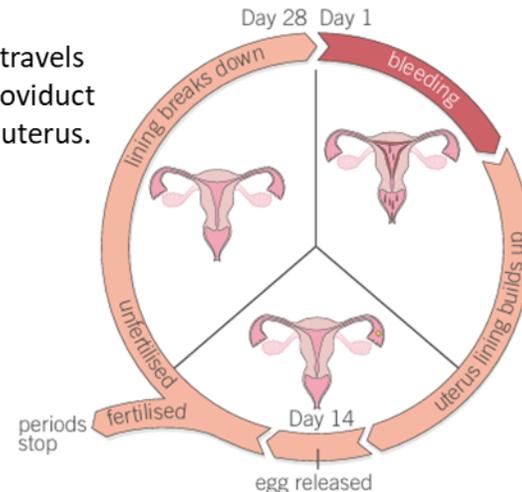
pubic and underarm hair grows, body odour develops, emotional changes, growth spurt

Boys

voice breaks, sexual organs develop, testes start to produce sperm, shoulders widen, hair grows on face and chest

The menstrual cycle

The egg cell travels through the oviduct towards the uterus.



Day 1 – blood from uterus lining leaves the body through the vagina.

Day 5 – bleeding stops. Uterus lining begins to re-grow.

Day 14 – an egg cell is released from one of the ovaries (ovulation).

If a sperm meets the egg fertilisation may happen.



Pollination occurs when **pollen** is transferred from an **anther** to a **stigma**.

Pollination can occur due to **insects** or the **wind**.

cross-pollination = between two different plants

self-pollination = between the male and female parts of the same plant

Fertilisation occurs when the **pollen nucleus** joins with the **ovule nucleus**.

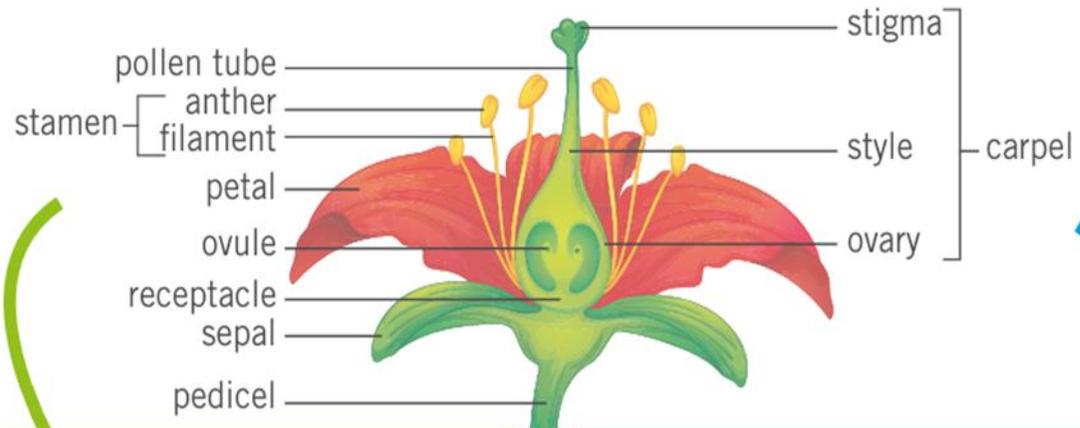
When a seed starts to grow it is called **germination**.

To germinate, seeds need:

- **water** – for the seed to swell and the embryo to start growing
- **oxygen** – for respiration and transferring energy for germination
- **warmth** – to help speed up the reactions in the plant.



Parts of a flower.



Male reproductive system

- the anther produces pollen
- the filament holds up the anther

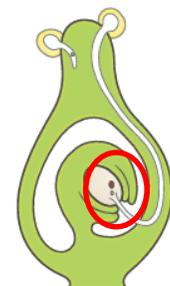
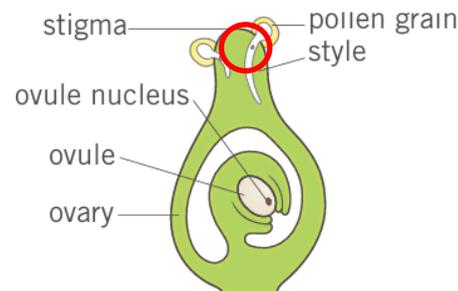
Female reproductive system

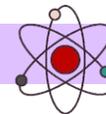
- the stigma is sticky to catch grains of pollen
- the style holds up the stigma
- the ovary contains ovules

The tube grows out of the pollen grain and down through the style.

The pollen nucleus moves down the tube.

The pollen nucleus joins with the ovule nucleus.





A **chemical reaction** is a process where **atoms** are **rearranged** to make **new substances** with the **atoms joined together in different ways**.

Thermal decomposition reactions

A decomposition reaction is when a **substance breaks down into simpler substances**.

They need **heat** to happen.

Oxidation is when **substances react with oxygen**.

Combustion is a type of oxidation reaction where a **fuel reacts (burns)** with **oxygen**. This **transfers energy by heating**.

Most fuels produce **carbon dioxide** and **water** when combusted. This release of carbon dioxide is harmful to the environment and a cause of climate change.

Hydrogen can also be combusted and used as a fuel. This may be better than using fossil fuels because **it only produces water** as a product.



Equations

The substances that you **start** with in a reaction are called **reactants**, and the ones you **finish** with are the **products**.

We can represent a reaction with a **word equation**.

The reactants are on the left

The products are on the right

There is an \rightarrow from the reactants to the products

Conservation of mass

In a reaction, atoms are not created or destroyed – they are just rearranged.

The total mass of the reactants is always equal to the total mass of the products.

This is called conservation of mass.

| Energy transfer | Type of reaction |
|--|--------------------|
| From the surroundings, which cool down, to the reaction. | Endothermic |
| From the reaction to the surroundings, which heat up. | Exothermic |

Observations

If a chemical reaction is happening you might:

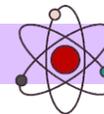
- 1 see flames or sparks
- 2 notice a smell
- 3 hear fizzing or a bang
- 4 feel the temperature of the reaction mixture going up or down

Catalysts

A catalyst can **speed up** a reaction. A catalyst **isn't used up** in the reaction. Different reactions require different catalysts.

Chemical reactions are normally **not reversible**. This means that you cannot turn the products back into reactants.

Changes of state are **not chemical reactions**, they are **reversible**, they are called a **physical change**. This is because no new substances are made.



Substances with a pH between **0 and 6** are **acidic**.
 Substances closer to pH 0 are more acidic (stronger).
 Substances with a pH of **7** are **neutral**.
 Substances with a pH between **8 and 14** are **alkaline**.
 Substances closer to pH 14 are more alkaline (stronger).

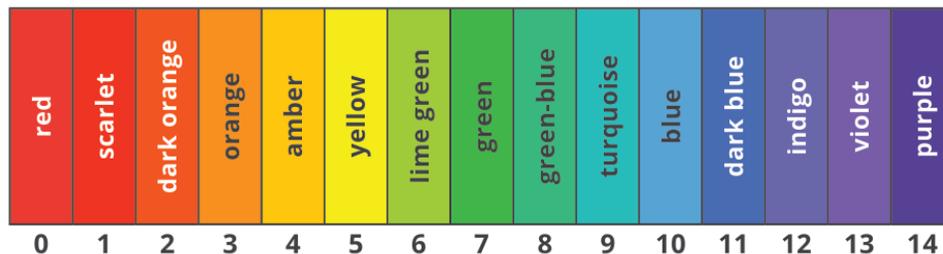
Litmus Indicator

Red litmus paper stays **red** in acidic or neutral solutions and turns **blue** in alkaline solutions.
Blue litmus paper stays **blue** in alkaline or neutral solutions and turns **red** in acidic solutions.

A **base** is a compound that can act react with an **acid** to make a **neutral** solution.

Bases that are soluble in water are **alkalis**.

Universal Indicator



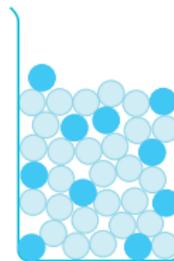
Naming salts - The name of the **metal comes first**, for example, magnesium chloride.

Different acids produce different types of salt:

- hydrochloric acid produces metal chlorides – e.g. sodium chloride
- sulfuric acid produces metal sulfates – e.g. calcium sulfate
- nitric acid produces metal nitrates – e.g. potassium nitrate

Concentrated

– lots of acid/alkali particles for the amount of water.



Dilute

– small number of acid/alkali particles for the amount of water.



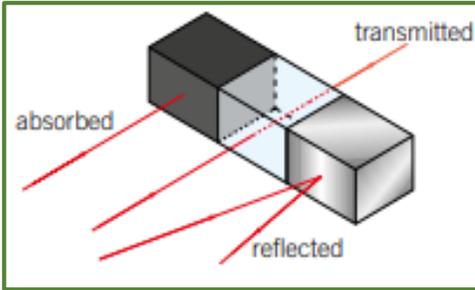
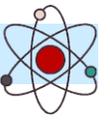
corrosive

A corrosive substance can react with other substances causing the destruction of materials. It could burn the skin or cause damage to the eyes.



moderate health hazard

This may include irritants. These are substances that may cause redness or blistering if they come into contact with the skin.



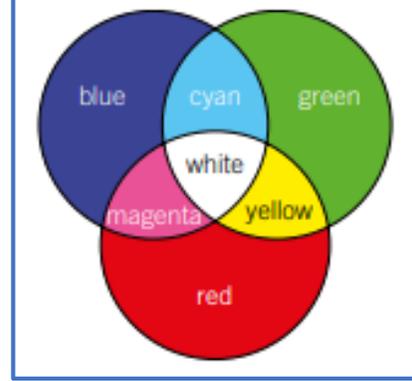
A **prism disperses** light into a continuous **spectrum** of colours ; Red, Orange, Yellow, Green, Blue, Indigo, Violet

The **primary colours** of light are red, green, and blue.

We see the **secondary colours** of light when any two primary colours are mixed.

The **secondary colours** of light are yellow, cyan and magenta.

We see **white** when all three primary colours of light are mixed.



Luminous objects are sources of light.

Non-luminous objects do not produce their own light.

When light hits an object it can be **absorbed**, **reflected**, or **transmitted**.

If an object is:

- **transparent** – most light is transmitted in a straight line
- **translucent** – light is scattered as it is transmitted
- **opaque** – no light is transmitted so a shadow is produced.

The **speed of light** in air is **300 000 km/s**.

Filters only allow their own colour of light to pass through.

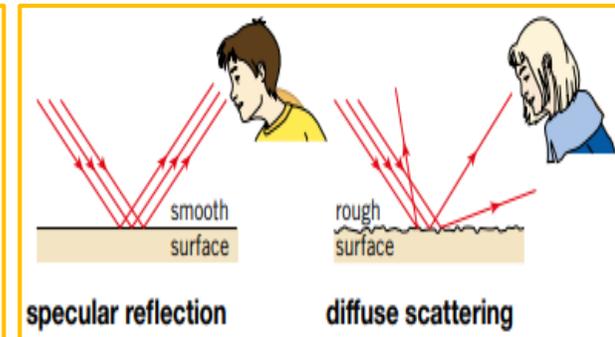
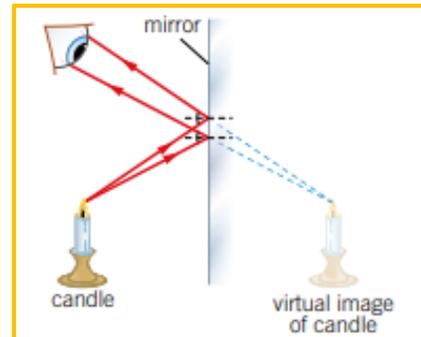
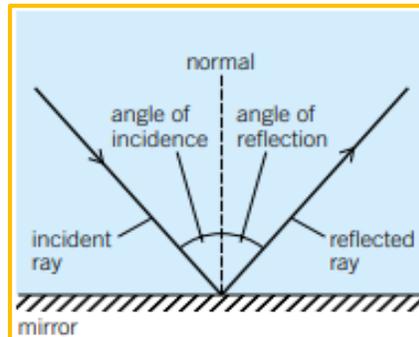
Coloured objects only **reflect** their **own colour** of light, all **other colours** are **absorbed**.

Black objects **absorb all colours**. White objects **reflect all colours**.

The **law of reflection** states that: The angle of incidence is equal to the angle of reflection.

Images in mirrors are **virtual** – they look like they are behind the mirror.

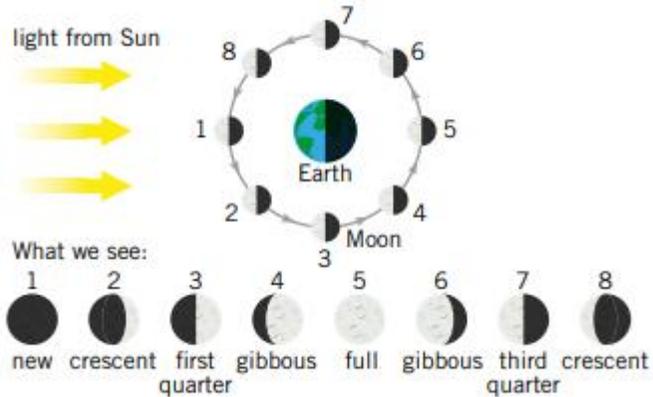
Mirrors cause **specular reflection**. Rough surfaces like paper cause **diffuse scattering**.



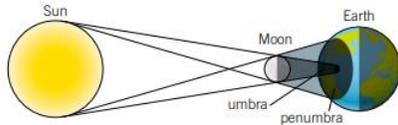


The **Moon orbits the Earth** every **27 days**. It takes the same amount of time to spin on its axis, so we always see the same side.

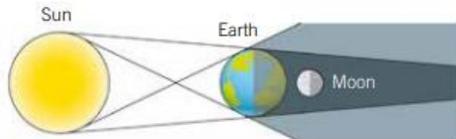
As the Moon moves around the Earth different parts are lit by the Sun, so it has different **phases**.



Solar eclipses - The **Moon blocks** light hitting part of the Earth. The **umbra** is the region of total darkness (like night), and the **penumbra** is where the light is partially blocked.



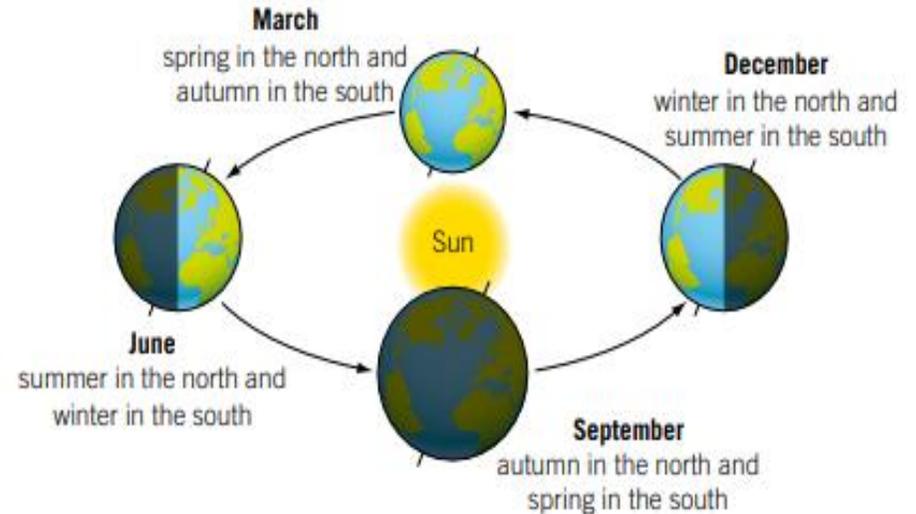
Lunar eclipses - The earth stops light hitting the Moon.



The **Earth spins** on its axis every **24 hours**, giving us **day and night**.

It takes **a year** for the Earth to **orbit the Sun**.

The Earth's **axis is tilted**, which causes seasons (which have different day lengths and temperatures).



Our **Solar System** is everything that orbits around the Sun.

This includes:

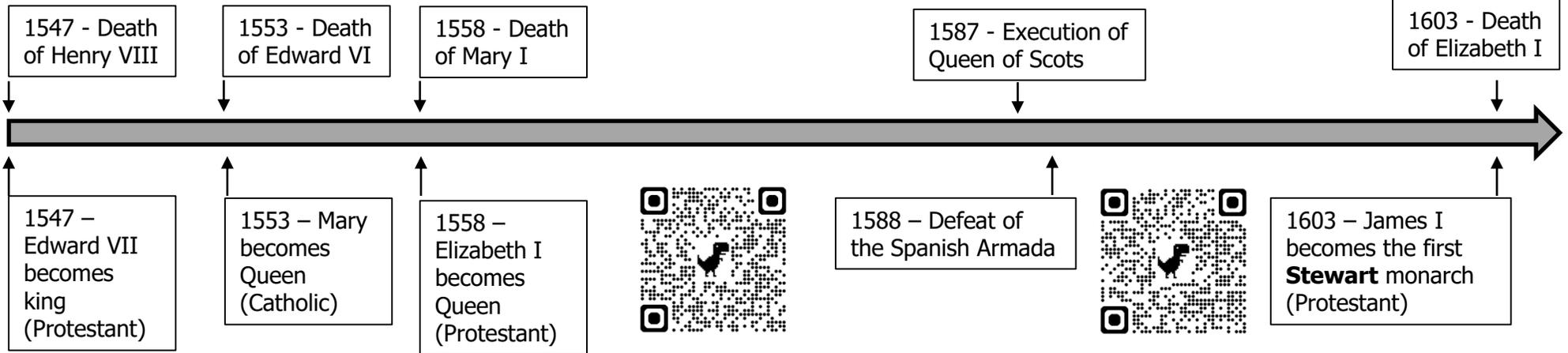
- Inner planets – the terrestrial (rocky) planets : Mercury Venus Earth Mars
- Asteroid belt
- Outer planets – the gas giants : Jupiter Saturn Uranus Neptune
- Kuiper belt objects (such as Pluto)
- Comets (balls of ice)

Meteors are bits of rock which burn up in Earth's atmosphere. They are called meteorites once they hit the ground.



| 4.1 Key Events | |
|---|--|
| 4.1.1 Wars of the Roses – 1455 to 1487 | A series of wars between the House of Lancaster and House of York where the throne of England changed several times. |
| 4.1.2 Battle of Bosworth Field - 1485 | The decisive Battle of the War of the Roses where Henry Tudor of Lancaster defeated & killed Richard III of York. |
| 4.1.3 Death of Henry VII 1509 | Henry VII died in 1509 however his oldest son and heir Arthur had died from the 'Sweating Sickness' in 1502. Henry VIII was the second son. |
| 4.1.4 Death of Henry VII 1509 | Henry VIII married his dead brother's wife Catherine of Aragon. They remained married until 1533. |
| 4.1.5 The birth of Mary | Henry VIII's first child Mary was born. She would go on to rule England from 1553-1558. |
| 4.1.5 The Protestant Reformation | Martin Luther (<i>not to be confused with American Civil Rights activist Martin Luther King Jr</i>) nailed his '95 Thesis' on the door of the Wittenberg Chapel in Germany. He is credited for challenging the ideas of the Catholic church and starting a Protestant Reformation in Europe. |
| 4.1.6 Excommunicated | In 1538 England was excommunicated (removed) from the Catholic church. Henry VIII became head of the Church of England. |
| 2.1.6. War with France | Henry went to war with France, but this fizzled out and a peace treaty was signed in 1545. |
| 2.1.7. Death of Henry VIII | Henry died on 28 th January 1547. He had three legitimate children; Mary, Elizabeth & Elizabeth. |

| 4.2 Key Political Figures | |
|-------------------------------------|---|
| 4.2.1 Henry VII | First Tudor monarch who ascended the throne in 1485 after defeating Richard III at the Battle of Bosworth Field. |
| 4.2.2 Richard III | The Last Plantagenet King who was defeated by Henry Tudor in 1485. |
| 4.2.3 Henry VIII | The second son of Henry VII of succeeded his father in 1509 and reigned until 1547. |
| 4.2.4 Cardinal Thomas Wolsey | A Cardinal of the Catholic church and Henry VIII's chief advisor until his death in 1530. |
| 4.2.5 Thomas Cromwell | Thomas Cromwell (<i>not to be confused with Oliver Cromwell of the English Civil War</i>) became Henry VIII's chief advisor after Wolsey. Henry VIII had his head removed in 1540. |
| 4.3 Henry VIII's Wives | |
| 4.3.1 Catherine of Aragon | Henry VIII divorced Katherine on 23 rd May 1533. |
| 4.3.2 Anne Boleyn | Henry VIII married Anne on 25 th January 1533. She was beheaded on 17 th May 1536. |
| 4.3.3 Jane Seymour | She married Henry VIII on 30 th May 1536. She gave Henry a son (Edward VI), but died in 1537. |
| 4.3.4 Anne of Cleves | Henry VIII called her the 'Mare of Flanders' stating that she looked like a horse. They married on 6 th January 1540, but were divorced on 9 th July of the same year. |
| 4.3.5 Katherine Howard | Henry married Katherine Howard on 28 th July 1540. She was 16. She was beheaded in 1541. |
| 4.3.6 Katherine Parr | Married Henry on 12 th July 1543. She survived him. Henry VIII died in 1547. |



4.4 Key Words/Terms

| | |
|----------------------------------|---|
| 4.4.1 Reformation | Religious shift from Catholicism to Protestantism. |
| 4.4.2 Counter-Reformation | Shift back to Catholicism from Protestantism |
| 4.4.3 Martyr | Someone who dies for their beliefs (<i>often religious beliefs</i>). |
| 4.4.4 Excommunication | Being removed from the Catholic church. |
| 4.4.5 Monarch | King or Queen. |
| 4.4.6. Spanish Armada | A fleet of ship sent by King Philip of Spain to invade England after Elizabeth I executed the Catholic Mary Queen of Scots. |
| 4.4.7. Regency | A period of time when a monarch is too young to take full control so a regent helps the child monarch rule e.g. Edward VI. |

4.5 Elizabeth I's Potential Husbands

| | |
|--|--|
| 4.5.1 Philip of Spain | He already partially ruled England when married to Elizabeth's sister Mary I. Although rich and powerful, he was not deemed suitable as he was a Catholic. |
| 4.5.2 Francis Duke of Alencon | Although Francis was rich and powerful and was the younger brother of the King of France, he was considered unsuitable due to being Catholic and younger than Elizabeth. |
| 4.5.3 Robert Dudley | The Earl of Leicester was Elizabeth's childhood friend and a Protestant. Marrying an Englishman was difficult as Elizabeth did not want to be seen as having favourites. |
| 2.4.4. William Prince of Orange | William was a powerful Dutch Protestant and would have made a strong ally against the Spanish. |
| 2.4.5. Eric King of Sweden | Despite being a Protestant, Sweden was not considered a wealthy or important enough country at the time. |



Compare different kinds of wetland habitat

Topic Tent Posts:

Managing waterways to enable biodiversity to flourish



Key Vocabulary

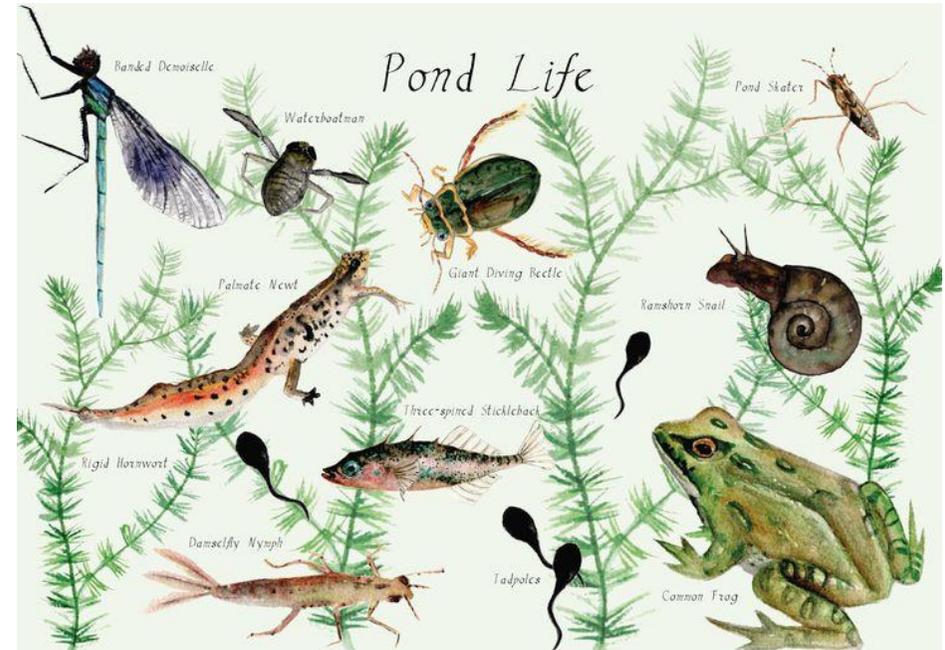
- Biodiversity
- Invertebrates
- Amphibians
- Keystone species
- Global Goal 15

Habitat types

- **Ponds** A pond ecosystem typically hosts a variety of life including fish (like sticklebacks and minnows), amphibians (frogs, toads, and newts), insects (dragonflies, mosquito larvae), aquatic plants (algae, pondweed) and snails
- **Lakes** In a British lake, you can typically find fish like trout and perch, amphibians like frogs and newts, birds such as herons, and kingfishers, and mammals like water voles, with other aquatic creatures including freshwater mussels and various types of invertebrates depending on the lake's specific environment.
- **Streams and Rivers** In a British stream or river, you can typically find a variety of creatures including fish like brown trout, and minnows, insects like mayflies and dragonflies, amphibians like frogs and newts, mammals like water voles and otters, and birds like kingfishers, wagtails and dippers.
- **Wetland** The plants and animals that live here are specially adapted for semi-aquatic conditions and are therefore entirely dependant on the continuation of these habitats for their survival.

Mission

To make our school ponds as healthy as possible



Challenge

Increase the biodiversity of our school ponds to enable keystone species to thrive

Solutions

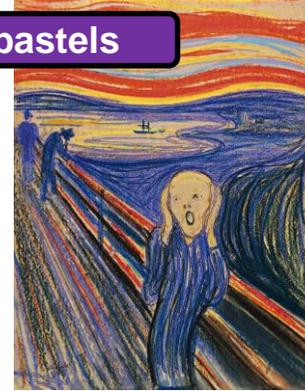
Oxygenating plants
New wildlife habitats around ponds
Cleaning water of duckweed
New wetland habitats within ponds



In this project we will explore how to draw both realistic and abstract portraits of both people and animals!

EXPRESSIONIST

Oil pastels



Key vocabulary

| |
|-------------------|
| One-line portrait |
| Self-portrait |
| Hyperrealism |
| Cubism |
| Expressionism |
| Abstract |
| Mixed media |
| Tone |
| Implied texture |
| Flat colour |
| Motif |
| Contour lines |
| Transfer |
| Duplicated image |

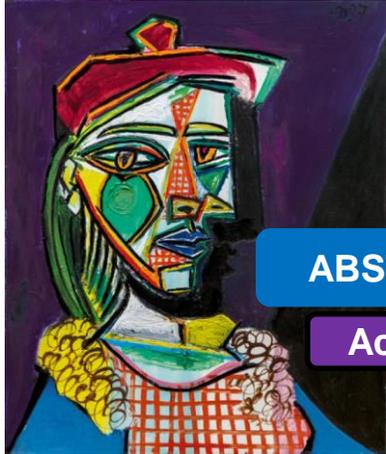
ONE-LINE PORTRAIT

Drawing ink



ABSTRACT

Acrylic paint



ANIMALS



Charcoal

POP ART

Transfers



PATTERN

Mixed media collage



Artists we will study: Julian Opie, Pablo Picasso, Gustav Klimt, Andy Warhol, Edvard Munch



1. The Musical Elements are the basic building blocks of all music

| | | |
|--------------------------|--|---|
| Melody | | Melody is The tune; high and low pitch notes |
| Articulation | | Articulation Is The way a note is played; staccato (short) or legato (smooth) |
| Dynamics | | Dynamics are how loud or quiet the music is |
| Texture | | Texture is how thick or thin the music is (how many instruments are playing) |
| Structure | | Structure is the building blocks of music (How it is put together) |
| Harmony | | Harmony is the effect of two or more notes sounding simultaneously; chords , bass line |
| Instrument/timbre | | Timbre is the specific sound an instrument makes |
| Rhythm | | Rhythm is the pattern of long and short notes. Duration is how long or short the note is |
| Tempo | | Tempo is how fast or slow the music is played |

2. Keywords

| | |
|-----------|--|
| Conductor | Person who stands at the front of the orchestra and directs it. They indicate the main beats in the music using a baton (a 'stick' that they hold and beat time with). |
| Orchestra | A large ensemble (group of musicians) divided into four sections - Strings, Woodwind, Brass and Percussion |

3. String section

| |
|-------------|
| Violin |
| Viola |
| Cello |
| Double Bass |
| Harp |

4. Woodwind section

| |
|----------|
| Piccolo |
| Flute |
| Clarinet |
| Oboe |
| Bassoon |

5. Brass section

| |
|-------------|
| Trumpet |
| French Horn |
| Trombone |
| Tuba |

6. Percussion section

| | | | | | |
|---|------------|-----------|------------|--------------|-----------|
| 4.1 Tuned Percussion (Can play different pitches) | | | | | |
| | Timpani | Piano | Xylophone | Glockenspiel | |
| 4.2 Untuned Percussion (Can only play one pitch) | | | | | |
| | Cymbal | Bass Drum | Snare Drum | Guiro | Woodblock |
| | | | | | |
| | Tambourine | Triangle | Maracas | | |



Around half (55%) of Hispanic people own a pet, the most popular pet is a dog, followed by a bird – particularly in Brazil. Lots of Hispanic people own cats too, but there are more who own dogs.

LOS NÚMEROS 0-31 EN ESPAÑOL



| | | | |
|----|---------|----|---------------|
| 0 | cero | 16 | dieciséis |
| 1 | uno | 17 | diecisiete |
| 2 | dos | 18 | dieciocho |
| 3 | tres | 19 | diecinueve |
| 4 | cuatro | 20 | veinte |
| 5 | cinco | 21 | veintiuno |
| 6 | seis | 22 | veintidós |
| 7 | siete | 23 | veintitrés |
| 8 | ocho | 24 | veinticuatro |
| 9 | nueve | 25 | veinticinco |
| 10 | diez | 26 | veintiséis |
| 11 | once | 27 | veintisiete |
| 12 | doce | 28 | veintiocho |
| 13 | trece | 29 | veintinueve |
| 14 | catorce | 30 | treinta |
| 15 | quince | 31 | treinta y uno |

LOS MESES DEL AÑO



el alfabeto español

| | | | | | |
|----|-------|----|------|---|-----------|
| A | a | J | jota | R | erre |
| B | be | K | ka | S | ese |
| C | ce | L | ele | T | te |
| CH | che | LL | elle | U | u |
| D | de | M | eme | V | uve |
| E | e | N | ene | W | uve doble |
| F | efe | Ñ | eñe | X | equis |
| G | ge | O | o | Y | i griega |
| H | hache | P | pe | Z | zeta |
| I | i | Q | cu | | |

How old are your pets?

¿Cuántos años tiene? = How old is your pet?
 Mi perro tiene ... años = My dog is years old
 Mi gato tiene Años = My cat is years old
 Mis caballos tienen y Años = My horses are and years old

To look after a pet you must:

- 1 Know how to feed it – what is safe and what isn't
- 2 Know how to house it – how much space do you need, does it need darkness or light?
- 3 Organise to pay for regular health checks by a qualified vet.
- 4 Be prepared to show you care for and love your pet!





Threshold Concepts in Computing



Planning



Layout



Target Audience



Target Audience

- The target audience is the person or group of people that will use the final product. They will have similar characteristics and this can be grouped by the following:
- **Age:** They may be the same or a similar age. As a result they may be interested in similar products.
- **Gender:** The audience may be a specific gender based on the product e.g. perfume.
- **Ethnicity:** They may share the same ethnicity.
- **Location:** This can be described as local, national and international.

| Key Words | Definitions |
|-----------------------|---|
| Visualisation Diagram | A visualisation diagram shows in a visual way what something might look like. It can be used for still images and graphics projects such as poster designs and CD/DVD covers. |
| Target Audience | These are the people that will use the product that you are designing and creating. |
| Client | The client is the person or organisation that commissions the product to be created. |
| Purpose: Educate | Digital graphic can be used to educate people by displaying key information for them. |
| Purpose: Inform | Digital graphic can be used to inform people e.g. NHS campaigns. |
| Purpose: Advertise | Digital graphic can be used to advertise a product e.g. PlayStation 5. |
| Purpose: Entertain | Digital graphic can be used to entertain e.g. images in comic books. |
| Purpose: Promote | Digital graphic can be used to promote e.g. healthy lifestyles such as eating fruit. |

Layout of Digital Graphics

- **Use of colour:** Colours can stimulate different moods in the viewer. Reds, oranges and yellows are bright, energetic and warming, whereas blues, greens and purples can be settled and cooling. Neutrals can be used for a larger area and then a highlight colour can be used to attract the viewer's attention and give a more targeted message.
- **Composition:** A typical style of digital graphics combines images and text to create the final product. The following are some areas to consider:
 - Positioning of the main object so that there is a focus point for the eye
 - Using lines to draw the viewer's attention to the main focus point
 - Using balance, e.g. are all the elements symmetrical in the final graphic or is the intention that something stands alone and separate?
 - Using suitable fonts
- **White space:** This is any area within the final graphic that is blank (not necessarily white). It can be used to separate out different elements of the graphic.
- **Styles:** This is related to the genre of the final work. It means that the overall style should be consistent with what would be expected.

Visualisation Diagram

- The client will ask for their product to be planned using a visualization diagram. This shows what the final product will look like and will be based on the purpose of the product e.g. educate, promote, inform etc.
- It should include font, font size, font colour, appropriate images, text that demonstrates what will be included.