

HOW CAN I HELP MY CHILD REVISE?

A retrieval practice guide
for parents



Year 9

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1. What is retrieval practice?

Retrieval practice refers to the act of recalling learned information from memory (with no or little support). Every time information is retrieved, or an answer is generated, it changes that original memory to make it stronger.

‘Using memory, shapes your memory’

Robert Bjork

The retrieval process cements the information in the long-term memory, which should enable that information to become easier to retrieve in the future.

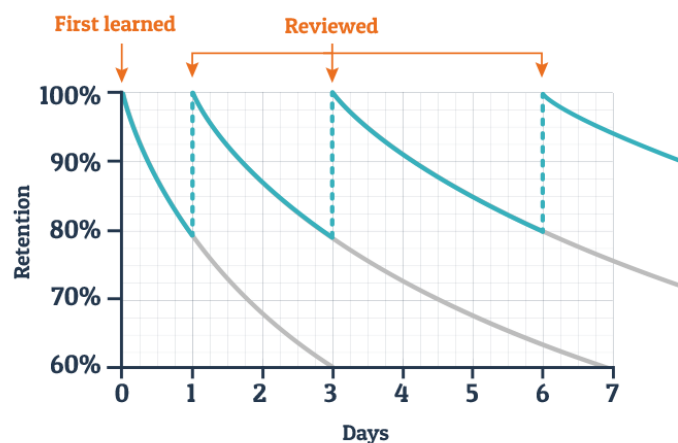
Memory consists of three stores:

- **Store 1:** Sensory store, where information is encoded.
- **Store 2:** Short-term memory or ‘working memory’. All information stored in the short-term memory that is not rehearsed is lost within 18-30 seconds.
- **Store 3:** Long-term memory. Where information is stored after being rehearsed.

It is not enough to be able to store information in our long-term memory, we need to be able to retrieve it from there too.

It is important that your child starts revision early and has time to prepare for each assessment effectively ensuring information is storage in the long-term memory and recalled later. The diagram below shows the ‘Forgetting Curve’ and how memory retention declines in time if there has been no effort made to retain it.

Typical Forgetting Curve for Newly Learned Information



Linking to revision it is vital that your child keeps revisiting key content, improving memory retention over time. If your child covers a topic or masters a skill in Year 7 and does not try to recall it again until the end of Year 8, the chances are that he/she will have to relearn it again. However, by supporting your child using the revision strategies in this guide, your child will improve memory retention, will feel more confident and prepared.

View your child's journey in school as a marathon, not a sprint! Your child should not wait until the week before the test to cram all of the information. Using the strategies in this booklet over time will help your child to recall more and better!

As a parent, you are your child's most important educator and research shows that parents who are actively involved with their child's learning help their children to achieve more too. Parental support is crucial to the success of students' learning, and is very much welcomed and appreciated by teachers.

Research states that 'The effect of parental engagement over a student's school career is equivalent to adding an extra two to three years to that student's education.' One way in which parents can help - easily and immediately - is by encouraging students to think differently about their learning, and this begins by speaking differently about their learning.

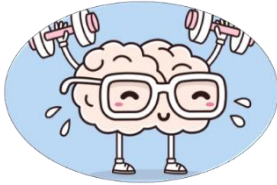
The language used at home to discuss learning is as important as that used in school. Classroom teachers are acutely aware of the value of asking probing questions to challenge students to think hard about their learning, and parents are encouraged to adopt this practice at home.

- **What did you learn today?**
- **What did you find difficult?**
- **Do you know what you need to do to improve?**



The responses to these questions like the ones listed above can open up a useful dialogue about your child's learning, and help students understand that learning is something to be thought about and talked about - and something that everyone can, and should be encouraged to, get better at.

2. Why is retrieval practice important?



Strengthens your child's memory, making information more retrievable



It improves transfer of knowledge to new contexts



It gives your child information on what he/she remembers and does not remember



It promotes long-lasting durable learning



It reduces exam stress and anxiety



It will help your child to understand how to learn effectively

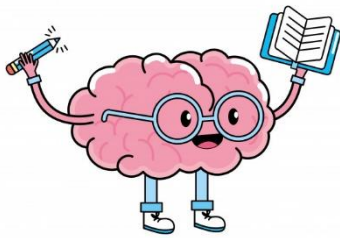
“The best preparation for tomorrow is doing your best today”

H Jackson Brown Jr

3. What works and what does not work to support your child with revision

Research shows that three most useful learning methods are:

Recall and test practice



- Encourage your child to test his/her knowledge. Use some of the strategies in this booklet.
- **Making mistakes is a part of the learning process!** Mistakes will give your child information about what to revise more and frequent misconceptions that have to be addressed.
- Encourage your child to practice the most difficult content first.
- Do not allow your child to jump directly into the homework. Ask your child to go through the book/revision guide first.

- Also called **distributed learning**. Encourage your child to revise a little bit every day.
- **Forgetting is a good thing!** It boosts long-term retention if you use recall strategies.
- Ask your child to review information but not immediately after class. Allow time to forget. Forgetting and trying to recall at a later time boosts your child's memory.
- Ensure your child goes back to older information.

Spaced practice



4. Learning to learn skills over the Academic Year

This is an overview of the skills your child will develop over this Academic Year. Each half term, your child will get involved in 'All Saints Recall Week' and will have the opportunity to learn about a different learning to learn skill. The week will start with an assembly followed by an exciting PSHE lesson where your child will put each revision tool into practice. After that, your child will be able to use the skill gain in other subjects. There will be plenty of opportunities to get merits and certificates each term, by creating revision materials using all the knowledge learnt!

1. [Half term 1.1](#) What is retrieval? Why is it important? Recap. The power of mistakes.
2. [Half term 1.2](#) "Forgetting fortnight" How to do a weekly review.
3. [Half term 2. 1](#) Simple note taking
4. [Half term 2.2](#) Effective time management
5. [Half term 3. 1](#) Flashcards 3 and Leitner system. Organisational skills. Keep your revision materials organised
6. [Half term 3. 2](#) Get prepared for GCSE's. What exam board/What to know/Online resources



Learning to Learn



EFFECTIVE REVISION METHODS

awarded to

For showing evidence of exceptional revision resources.

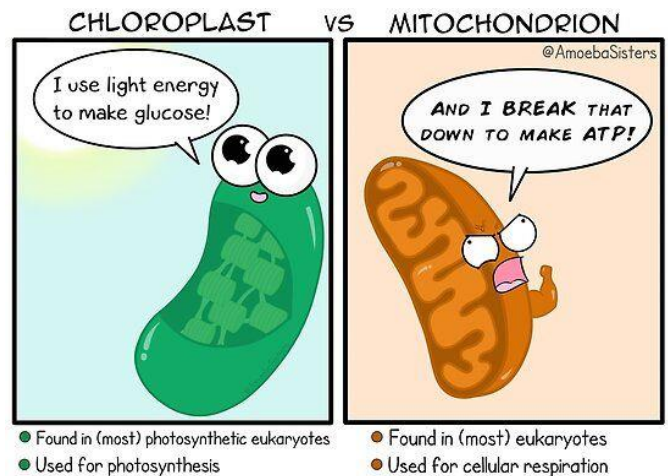
Mrs Wiley & Mrs Pueyo

February 2021



What?

- Atomic structure and periodic table
- Bonding and structure and properties of matter
- Quantitative chemistry
- Chemical changes
- Energy
- Particle model of matter
- Atomic structure
- Cell biology
- Bioenergetics
- Organisation
- Infection and response



How?

1. Answering **exam style questions** using these two websites:
 - a. [Science Revision](#)
 - b. [MMM Science](#)
2. Using the **revision guide** where all the topics are summarized.
3. Using the **workbook**. Ask your child to complete the pages related with each topic and self-assess them in green pen checking the mark scheme at the end of the workbook.
4. Using **BBC bite size GCSE Science**. Ask your child to read through the information per topic and complete the quiz at the end of each chapter.
5. Using **Seneca learning**. Ask your child to log in as a student. Access to a GCSE course granted with a code provided by the Science teacher.
6. Using **YouTube** as a tool to revise with these great Science channels: [Free Science Lessons](#), [Primerose](#) and [Kitten and Cognito](#).
7. **Collins Science flashcards**: Biology, Chemistry, Physics, Combined Science Foundation, Combined Science Higher.



What?

1. Shakespeare's Romeo and Juliet

Students will have the opportunity to explore one of Shakespeare's most famous plays filled with love and conflict! Will the star crossed lovers be together or will their families' ancient grudge ruin their destiny?

2. Descriptive and Narrative Writing

During this unit students will develop both their creative writing skills using images, new vocabulary and SALSA writing techniques! This unit is a creative and engaging unit with lots of opportunities for writing and sharing ideas.

3. Poetry

Students will have the opportunity to explore a range of love poetry spanning three centuries. They will really develop their understanding of poetic techniques and different relationships!

4. Literature Across Time

In this unit students will read a wide range of interesting extract and short stories from the 19th, 20th and 21st century focused on a variety of extracts. Students will develop their discussion skills along with their analysis and evaluation skills!

5. Study of Modern Plays

Students will study J.B. Priestley's *An Inspector Calls*. They will have the opportunity read in role, discuss and debate and analyse the context of the time period and how Priestley uses the Birling family for effect. Students' will also be developing their analysis skills using PETAL to frame their ideas.

6. Speaking and Listening Practice

Students will learn how to write and deliver a speech. They will be given the opportunity to perform their speeches and develop their persuasive writing skills!

Presenting a Point of View:

Direct address
Alliteration
Facts & Statistics
Opinion
Rhetorical Question/ Repetition
Exaggeration/Emotive Language
Superlatives/similes
Triple Emphasis

Descriptive Writing:

Similes & Metaphors
Adjectives
List of Three
Senses (5)
Alliteration

How?

1. Literacy Planet

All KS3 students now have their very own log in for this amazing Literacy programme. Literacy Planet is a comprehensive and interactive online programme that supports the development of all key English *Literacy* skills. It is a fun and engaging way to test and improve your reading comprehension, spelling, grammar skills.

To access the programme please go to www.Literacyplanet.com and log in! If you require your username and/or password please just ask your English Teacher and they can provide this for you.

2. Mind Maps

A mind map is a diagram used to visually organise information. A mind map shows relationships among pieces of the whole. In order to revise students should create a mind map and break down the key elements of the texts and the key ideas.

Want to stretch and challenge them further?

Give them 10 minutes to read over their mind map and revise as much information as possible. Then turn the mind map over and see how much they can remember! Give those 15-20 minutes and then compare the original mind map to the one they just made! How much did they remember? Whatever is missing may need to be the focus of their revision next time!

3. Practice using PETAL

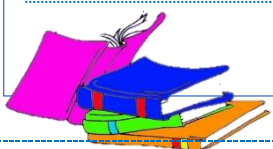
PETAL is an acronym that helps students to remember how to express their ideas in an academic manner. They can practice using the sentence stems overleaf to help structure their writing.

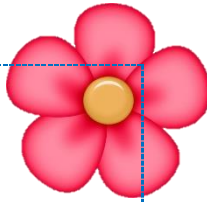
Want to stretch and challenge them further?

Ask them to write a paragraph without looking at the help sheet and then check their understanding by asking them to shade each step of the PETAL paragraph in a different colour. Have they included all 5 steps?

Not sure what to write about? Ask your child to explain or how a character/theme or idea is presented in the book they are reading or studying at the moment.

Point Evidence Technique Analysis Link





PETAL Sentence Starters

1. POINT

Throughout the text/novel/play/poem/extract...
 The character of _____ is seen as...
 _____ is presented as...
 The theme of... is shown by...
 The writer creates a sense of...
 ...creates/develops/increases the sense that...
 The writer presents _____ as...
 The plot in this extract/section is focused on...
 The writer develops the character/setting/theme by...
 ...appears / seems...

SIMILAR ideas

Furthermore...
 In addition...
 Similarly...
 Likewise...
 This is supported by...
 Moreover...

DIFFERENT ideas

In contrast...
 On the other hand...
 Alternatively...
 Despite this...
 Although...
 However...

EXPLORING ideas

Perhaps
 Maybe
 Could
 Might
 Possibly

2. EVIDENCE

This can be seen in the words...
 The sentence _____ suggests this.
 An example of this is...
 The writer shows this in the words...
 For example...
 A clear example of this is...

3. TECHNIQUE

The effective use of _____ shows that...
 The author uses adjectives/verbs/adverbs to create the idea/sense that...
 The repeated use of _____ suggests that...
 The idea that... is supported by the writer's use of...
 The use of _____ sentences suggests...
 The paragraphs here are short/long which shows...

ADVERBS

Clearly
 Obviously
 Mainly
 Alternatively

Analysing plot / structure phrases

At the beginning...
 We are introduced to...
 This links to...
 Previously...
 Further on...
 Later/earlier on...
 It concludes by...

4. ANALYSIS

The use of... is used to shock/amaze/draw in the reader.
 This demonstrates/suggests that...
 ...involves the reader in the text by...
 ...suggests to the reader a feeling/sense of...
 ...has a connotation of... which makes the reader...
 The impact of this on the reader is...
 The writer's intention was to...
 This is significant because it suggests...
 This persuades the reader to feel/believe/...
 ...shows the reader that...
 It is clear from this that...

Audience effect phrases

...makes us:
 feel...
 see...
 imagine...
 believe...
 fear...
 think that...
 emphasise...

5. LINK

From this, we can understand that...
 This makes the reader think of...
 This is relevant because at the time...
 The reader is reminded of...
 The writer has used this to suggest...
 This has had a significant impact on people / the world because...

COMMENT WORDS

Shows	Reveals
Suggests	Presents
Implies	Demonstrates
Indicates	Reflects
Confirms	Portrays
Highlights	

SUMMARISING

The whole text...
 Overall...
 The text covers...
 To sum up...
 All in all...



Year 9 Maths

What?

Number

- Addition, Subtraction, Multiplication and Division with positive/negative numbers, fractions and decimals
- Multiples and Factors
- Prime Numbers/Factors and Square Numbers
- Rounding Calculations
- Reciprocals
- Ratios

Algebra

- BIDMAS
- Drawing Linear Graphs
- Finding Equation of Lines
- Parallel and Perpendicular Lines
- Simplifying and Substitution
- Expanding and Factoring
- Quadratic expansion and factoring
- Changing the Subject
- Speed, Distance, Time

Geometry

- Measurement Conversion
- Scale drawings
- Angles in Polygons
- Angles in Parallel Lines
- Polygon Properties
- Bearings
- Perimeter and Area of Shapes
- Circle Area and Circumference
- Transformations



Probability

- Experimental Probability
- Mutually Exclusive
- Expectations

Statistics/Data Representation

- Frequency Tables
- Line Graphs
- Averages (algebraically and from graphs)
- Real-Life Graphs

How?

MathsWatch

Mathswatch.co.uk

MathsWatch is an excellent resource all pupils have a login to. This contains a variety of videos explaining content and working through example questions. Tip! Instead of just watching the videos, pause at the question and see if your child can solve it, then ask your child to watch the solution and correct the work! This will allow your child to note mistakes made and practice!

Consistency is Key

corbettmaths.com/5-a-day/gcse

Maths is a subject that requires repetition and practice! The best way to boost skills is to build into your child's routine by practicing Maths for 15 minutes every other day. You can use questions from class or Corbettmaths have 5-a-day levelled questions with solutions for everyday of the year!

Teach Someone Else!

One of the best ways to revise a topic is to be able to teach someone else the content. Ask your child to take a practice question from class or online and see if he/she can verbally explain to you each step of solving! Even better, see if you can solve the question after!



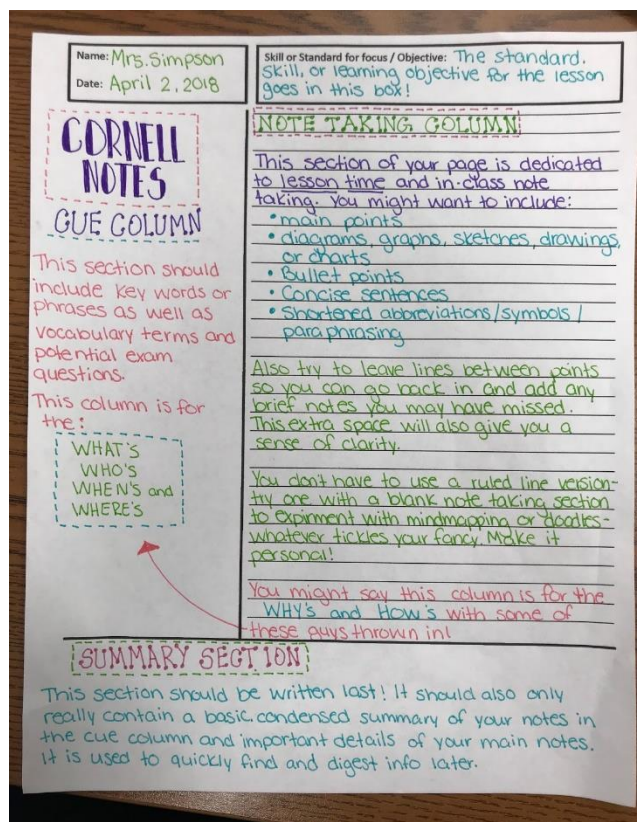


What?

- Tectonics
- Energy
- Urban regeneration
- Hazardous Weather
- Tourism



"...it's not just learning that's important. It's learning what to do with what you learn and learning why you learn things that matters." - Norton Juster



How?

Teaching Others

This is one of the most effective learning methods. After finishing a topic, ask your child to teach you that particular content. Then, ask him/her to create a test for you to complete. Your child can become the teacher and mark it using the exercise book/revision guide.

Interrogation of ideas/topics.

Ask your child to make up a **statement** about a topic he/she is studying. Then **generate** an **explanation** of **why** something is **true** or **not**. For example: "Only rich countries are developed" – your child can then make a list of reasons of why this is not the case.



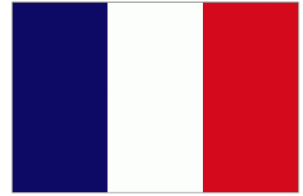
Cornell Notes

This note taking method will help your child become more organised and creative with his/her revision. Your child will have to break a paper into sections. Sections can include things like keywords, key ideas, key questions, diagrams, theories, graphs, factual information, cues, connections (to other topics and subjects) and most important, a three-point summary of what it is all about. (There are plenty of examples in the Geography Department for your child to look at).

Investigator

Geography is one of the easiest subjects to connect. Almost everything your child learns is connected. Ask your child to make connections. Ask your child to try and connect Mali to everything on the left! Go!

Keywords and definitions testing. Test your child on keywords using the book.



Yr. 9 French

What?

6 units:

- **Me and my family:** to be able to talk about yourself, the members of your family, describe their personality and appearance, talk about your relationship with them.
- **Marriage and Technology:** to be able to talk about your future projects in terms of family and lifestyle, to be able to talk about the devices that you own / use and to establish comparisons.
- **Sports and leisure:** to talk about the sport that you do/ do not do and how frequently. To use the past tense accurately to talk about activities that you did recently or when you were younger.
- **Celebrations and customs:** To learn and talk about typical French and Francophone festivities. To talk about how you celebrate events normally. To be able to use the past tense to describe how you celebrated events in the past and also, how you would like to celebrate them in the future by using the conditional.
- **My house:** to describe the different rooms of the house and to be able to write an extended paragraph about your house, to talk about what house chores you do / do not do to help your parents at home. To be able to use the past tense to describe what house chores you did in the past.
- **My town, my area:** to be able to talk about places you can find in your town, to write extensively about the advantages and disadvantages of your town. To be able to express what could be done to your town in order to improve it in the future.

How?

1. Using the **revision sheets** provided in lessons. You can test your child by asking him/her how to say a word in French. Ensure your child writes the word down after saying it in order to practice correct spelling.
2. Using "**cover-write-check**". Ask your child to make a list of words to revise in French and English. Then ask your child to use an A4 plain paper to cover the French section and write the words from memory.
3. Checking **a paragraph** that your child wrote in lessons. Ask your child to close his/her book and write about the same topic from memory. Then compare both paragraphs.
4. Asking your child to create **Flashcards** for all the Key words, either on paper or through the app **Quizlet**, write the French on one side and the English on the other side, they can also be colour-coded. You can then test your child on all the key vocabulary.
5. Asking your child to create a **mindmap** of all the categories of key words (adverbs, adjectives, verbs, complex structures...) from memory, once s/he has finished, ask them to compare with their notes and add to it in another colour. You can test your child on the ones that s/he forgot while designing the mind map.
6. Using the **Brain dump** strategy, take a piece of paper and ask your child to write down all the key vocabulary that s/he knows for a particular unit. Then they can compare with their notes and add to it in another colour.
7. Using **the website BBC Bitesize French** website in order to complement learning and allow your child to test themselves through extra Reading and Listening practice.
8. Using the **Duolingo app**. Only 10 minutes per day can make a big difference. The app is free and is designed to encourage your child to practice his speaking, reading, writing and listening skills. Plus, they have added a story mode to help with reading and listening. <https://www.duolingo.com/>





Yr. 9 Spanish

What?

6 units:

- **Me and my family:** to be able to talk about yourself, the members of your family, describe their personality and appearance, talk about your relationship with them.
- **Marriage and Technology:** to be able to talk about your future projects in terms of family and lifestyle, to be able to talk about the devices that you own / use and to establish comparisons.
- **Sports and leisure:** to talk about the sport that you do/ do not do and how frequently. To use the past tense accurately to talk about activities that you did recently or when you were younger.
- **Celebrations and customs:** To learn and talk about typical Spanish festivities. To talk about how you celebrate events normally. To be able to use the past tense to describe how you celebrated events in the past and also, how you would like to celebrate them in the future by using the conditional.
- **My house:** to describe the different rooms of the house and to be able to write an extended paragraph about your house, to talk about what house chores you do / do not do to help your parents at home. To be able to use the past tense to describe what house chores you did in the past.
- **My town, my area:** to be able to talk about places you can find in your town, to write extensively about the advantages and disadvantages of your town. To be able to express what could be done to your town in order to improve it in the future.

How?

1. Using the **revision sheets** provided in lessons. You can test your child by asking him/her how to say a word in French. Ensure your child writes the word down after saying it in order to practice correct spelling.
2. Using **“cover-write-check”**. Ask your child to make a list of words to revise in Spanish and English. Then ask your child to use an A4 plain paper to cover the French section and write the words from memory.
3. Checking **a paragraph** that your child wrote in lessons. Ask your child to close his/her Spanish book and write about the same topic from memory. Then compare both paragraphs.
4. Asking your child to create **Flashcards** for all the Key words, either on paper or through the app **Quizlet**, write the Spanish on one side and the English on the other side, they can also be colour-coded. You can then test your child on all the key vocabulary.
5. Asking your child to create a **mindmap** of all the categories of key words (adverbs, adjectives, verbs, complex structures...) from memory, once s/he has finished, ask them to compare with their notes and add to it in another colour. You can test your child on the ones that s/he forgot while designing the mind map.
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Yr. 9 Religious Education

What?

Half-term 1 and 2 - Saints and Sacraments

- Understand the Catholic life of the School.
- Support their personal sacrament preparation – for example confirmation.
- Give them an in depth understanding of Catholic Christianity before going into the GCSE course in year 10.

Half-term 3 -Relationship and Sex Education

- Provide students with an educational experience which ensures our students are safe, well informed and formed in the Church's teaching on RSE.
- Articulate their views and respect and understand the views of others in our community and society.
- An engaging way of looking at relationships using high quality videos which directly speak to the issues young people might encounter in the world today.
- An education which prepares them for life beyond school.

Half-term 4 - Religion and Society

- Inform students about the beliefs of other religious traditions throughout the world.
- Enable engaging conversations and debate which allows students to develop their skills of reasoning and critical thinking.
- Prepare students for essay questions which require them to provide divergent understandings.
- Raise cultural awareness of their local communities and wider society.

Half-term 5 - Moral Issues and Respect for Life

- An introduction to philosophical and ethical approaches to decision making.
- Give them an insight into Christian and Jewish understanding about the sanctity of life.
- Allow them the opportunity to look at moral issues provoked by scientific discovery.

Half-term 6 - Preparing for GCSE

An introduction to the GCSE course an preparing the students to be ready for year 10.

How?

Revision grid. Ask your child to complete the grid on page 17 from memory. Then, your child can use the exercise book to check and expand the answers, identifying areas that need more revision.

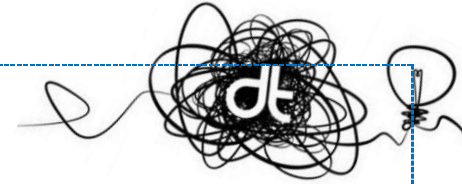
Keywords– You can test your child on keywords. A list of 10 words and definitions is given to them every half term. This is either printed or attached on show my homework.



Research. Ask your son or daughter to research the keywords to gain more information about the topic. This will help them understand the keywords in depth.

Flashcards. Ask your child to create flashcards on historical figures who have made an impact on society. Your child can write the name of the person on one side and the impact they made on society on the other side, providing specific examples.

Topic Name	Keywords and Meanings	Catholic view	Other Christian view	Source of Wisdom and Authority



Yr. 9 Technology

What?

Outdoor living: Survival Guide

Resistance Materials:

- Students will increase understanding of outdoor living, survival equipment and outdoor products
- Students will develop their understanding of well known charities such as The Red Cross
- Sustainability (Landfill)
- Importance of prototyping
- Packaging
- Material research (Metals)
- Industrial processes (Treatment and finishes)
- Electronics (Soldering)
- Remember different types of electronics and workshop tools and equipment



How?

1. Encourage your child to go to 'About Us' page when researching companies
<https://disney.co.uk/about-us>
2. Watch 'How its made' on YouTube and make revision notes based on processes you have watched. Parent to then watch the video again and question child on the process they have watch to see what they can recall.
3. Encourage your child to be more sustainable around the house by allowing them to practice the 6R's. Focusing on recycling. Student to create revision flashcards on the 6R's.
4. Encourage students reuse wasted materials, for example use pasta sauce jars as storage
5. Students to study packaging around their home and compare them by writing down what make the packaging a **good** design and what could be **improved**.
6. Use <http://www.mr-dt.com/materials/metals.htm> to revise metals anf finishes <http://www.mr-dt.com/materials/otherfinishes.htm>. Then write down all information you can recall on these topics.
7. Create revision flashcards. One side write down the equipment name, the other side *draw* the equipment and write down *use* of equipment.

What?

Food and Nutrition: Survival foods

- Student will increase knowledge and understanding of nutritional values in food
- Students will further develop skills with preparing food products
- Students will further develop their maths skills



How?



1. Encourage student to help when cooking at home and practice recipes at home and develop their practical skills by adapting the recipes they have learnt during practical lessons
2. Encourage students to follow written recipes to develop their literacy skills
<https://www.bbcgoodfood.com/recipes/collection/healthy-recipes>
3. Encourage students to double or half the recipe to develop their numeracy skills
4. Encourage students to follow a healthy diet
<https://www.healthline.com/nutrition/energy-boosting-foods#section4>



Yr. 9 Sports Studies

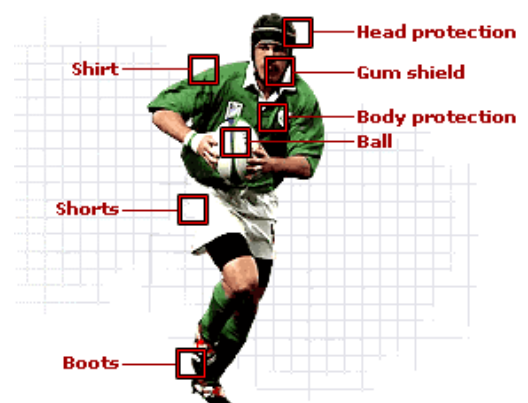
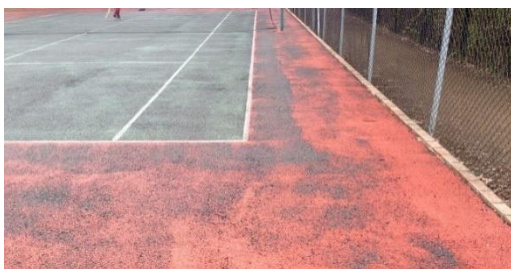
What?

Recall from the Year 9 Sports Studies Theory lessons

- Risk Assessment
- Emergency Procedures
- Considerations for coaching sessions
- Leadership Styles

How?

- Risk Assessment - Talk through why you need a risk assessment and then draw a picture of some protective pieces of sportswear.
- Create revision cards (using plain paper)- 10 in total
 - On one side write a Consideration for a coaching session
 - On the other side write a description of what you would need to think about
- Create a brain dump called 'Leadership & Coaching' and write the 3 types of leaders and brainstorm how you would design a coaching session.





What?

Unit 1: UNDERSTANDING MUSIC:

- AoS1 – Baroque Music
- AoS1 – Classical Period
- AoS1 - Romantic Period
- AoS2 - Rock Music
- AoS2 - The Beatles
- AoS2 – Musicals
- AoS2 – Film Music



Unit 2: PERFORMING MUSIC:

- Solo/Ensemble work.
- Working on songs from various genres including film music, musicals, classical music and rock music
- Working on your own and working in a group to produce music
- Collecting a repertoire of music in a folder.

Unit 3: COMPOSING MUSIC:

- Working on two compositions:
Free Composition
Composition to a Brief
- Learning how to write music using melody rhythm and structure.
- Treble and Bass Clef Notes
- Chord Boxes
- Tonic Solfa



How?

Listening Challenges:

- Put on a song on the radio/YouTube and type in the genres from each AoS, the more genres you listen to the easier the questions will be.
- Answer the following questions each time you listen to a new song
Dynamics, Tempo, Time signature, Mood, Instrumentation, Key Features of that Genre.

Performance time!

- Watch your child perform one of the songs/scenes covered in class.
- You can also go through the lyrics/script together.
- Your child could perform with the lyrics/script first and then without it to gain confidence.



Staff Wars!

- Staff Wars is a game created to help beginning and intermediate musicians learn, practice and woodshed the note names of the treble, alto and bass clefs.
- Ask your child to download the app and use it once a week to revise line and space notes. And it is free!
<http://www.themusicinteractive.com/>

What?



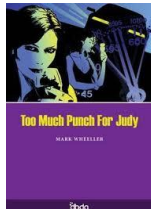
Unit 1: DEVISING THEATRE

- Create and develop a devised piece from a stimulus (teacher to provide).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Component 2:

PERFORMANCE FROM TEXT –

Too Much Punch For Judy



- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.
- Key Skills learnt such as line learning, slow motion, naturalistic and symbolism in theatre.

Component 3:

THEATRE MAKERS IN PRACTICE

- Answering questions on the play Ghetto by Joshua Sobol
- Students to answer questions from the point of view of an actor, a director and a designer



Studied as part of our Holocaust scheme of work

How?

Stimulus Challenges:

- Look at different types of stimuli – this could be a picture, a news article, a painting, a piece of music.
- Identify how it makes you feel and what kind of mood does the stimuli offer.
- Try to think of storylines/characters that spring up from the stimulus

Riffing the answer!

Test yourself on an aspect of Drama – try to remember a key character from a play. Then attempt to recreate how that character acts and behaves in different ways such as:

- Comedy Improvisation – Jokes, Wit, Pithy retorts
- Dance
- Expressive Movement – Facial or Whole-Body reactions
- Acting – Either from the prompt or similar



Different Roles

Remember a key scene from the play Ghetto, and think about that scene from the perspective of:

- Actor: How would the actor approach playing that character – what techniques could you use?
- Director: What would you like the overall vision for the scene to be? What experience would the audience have?
- Designer: Choose either lighting, sound or set design and do a design for the scene to enhance the scene you are creating.



Yr. 9 Computer Science

What?

Unit. 1. Small Basic Term 1&2.

- *Basic programming concepts (variables, input / output,*
- *Selection (if, if-else statements)*
- *Iteration (for and while loops)*
- *Graphics with Small Basic*

Unit. 2 Ethical, legal environmental impact of computing Half term 3.

- *Ethical and cultural issues*
- *Environmental issues*
- *Privacy issues*
- *Legislation relevant to CS*

Unit. 3 Intro to Python Half term 4

- *Basic programming concepts (variables, input / output,*
- *Selection (if, if-else statements)*
- *Iteration (for and while loops)*

Unit. 5 System security Half Term 5

- *Malware (viruses, trojans, worms, bots)*
- *Forms of attacking a network*
- *Network policies*
- *Preventing vulnerabilities*

Unit 5. Excel Half Term 6

- *Creating and formatting spreadsheets*
- *Using formulas & performing complex calculations.*

How?

Discussion

Sit with your child and discuss some of the environmental and ethical issues related to using digital technologies. (Some scenarios will be attached) Pay close attention to their responses and use this moment to ask your child how he /she sees these impacts of developing digital technologies and discuss/research possible solutions.

Download Python software (free) in order to help the pupil's practice their coding skills at home and aid with their homework.



Homework

Revision and research sheets will be given to pupils as well as posted on ShowMyHomework. Monitor due dates and ensure that your child has completed the homework correctly.

Vocabulary (key words)

Students will be given a list of key words to learn at the end of each term. Practice these words with your child to improve their spelling and vocabulary.



What? Annotation, Collage, Watercolour and Photography

ANNOTATION SUPPORT

ANALYSING ARTIST'S WORK Name, Title, Date & Image

<p>1. INTRODUCTION Describe the Artist. Consider the following:</p> <ul style="list-style-type: none"> Who created the work? When and where the work was made? What themes does the artist/photographer explore & the general style of their work? What art movement are they affiliated with? 	<p>4. THE FORMAL ELEMENTS</p> <ul style="list-style-type: none"> Describe what formal elements are in the artwork. Explain why the artist has used them. Explain how do these elements convey meaning or create an impact? Give examples. <p>Line Tone Colour Form Shape Texture Pattern Space</p>	<p>5. PROCESS Explain how the artwork/photograph was produced. Consider the following:</p> <p>Photograph</p> <ul style="list-style-type: none"> Is it digital or film? What techniques have been used? What settings were used? Is the image realistic or has it been manipulated in any way? <p>Artwork</p> <ul style="list-style-type: none"> What medium/media? What techniques have been used? What size is the artwork? What (if any) impact does this have on the viewer?
<p>2. CONTEXT Explain what influenced the Artist to create this artwork/photograph. Consider the following:</p> <ul style="list-style-type: none"> When was it created? Describe the period/context when/where the work was made? What was happening in the world at that time that might have influenced the artwork? How does the period/context influence the work? What else was happening when the work was made (art, life, politics) that may have influenced the artist and their work? 	<p>6. MOOD Describe the mood of the artwork. Consider the following:</p> <ul style="list-style-type: none"> Does the work capture a mood, feeling or emotion? How would you describe the mood of the image? How has this been achieved? 	
<p>3. CONTENT Describe the photograph as though you were explaining it to someone who cannot see it. Explain why the photographer has create the image. Consider the following:</p> <ul style="list-style-type: none"> What type of photograph is it? What is the photo about/what is the subject matter? What can you see (foreground, middle ground, background)? What is the most important thing in the photo? Does the Title express the Theme behind the work? Where and when was it taken (i.e., in a studio, on location, etc)? Is it a real event or is it staged? 	<p>7. CONNECTIONS</p> <ul style="list-style-type: none"> Compare this work to others that may be of a similar theme or made in a similar way. Review and relate these works to your own project. Consider the following: <ul style="list-style-type: none"> How does it link to your project? What ideas does it give you? What have you learnt from analysing this artwork/artist? 	
<p>8. Emulate (for Art) Create your own high quality practical response to the artwork using similar media</p> <p><small>Read through to check your work carefully before submission.</small></p>		

Sentence Starters



Artist Analysis

My first impressions of this piece are

The piece of work is about

In this piece I can see

I think the artist has made this piece by

This piece reminds me of

The part that I find the most interesting is

I think this piece is about

The colours the artist has used are

This piece of work makes me feel

The areas I like/dont like about this piece are

I could use the artists ideas in my work by.....

How?

When writing about your own work, parents can ask the following questions:

What have you done? Is it a painting a drawing or a sculpture?

Is it your own design or a copy? How have you done it? Try to describe how you built up your work stage by stage.

Why have you done it/ what have you learnt through doing it? About an artist? New skills? What medium or materials have you used? Paint, pencil, collage, mixed media etc

What have you done well? Try to list at least 3 points. What could you improve or what would you change if you were to do it again?

Great support with annotation and techniques on the BBC bitesize

<https://www.bbc.co.uk/bitesize/subjects/z8tnvcw>

Create flashcards for key words. One side write down the equipment/technique name, the other side *draw* and write down *use* of equipment/ technique.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>

In Art and Design you will learn new skills. Practice! As the saying goes... if at first you don't succeed try, try, try again!
Visit galleries and museums you will get to see the scale of the Art work up close you might see the paint brush strokes!
You can also find lots of information on Gallery websites and Apps including Google Arts and Culture.

- <https://www.theguardian.com/artanddesign>
- <https://www.saatchigallery.com/#years>
- <https://www.tate.org.uk/art>
- <https://www.nationalgallery.org.uk/paintings/search-the-collection?q=&tpf=&tpt=&acf=&act=>
- <https://artsandculture.google.com/>

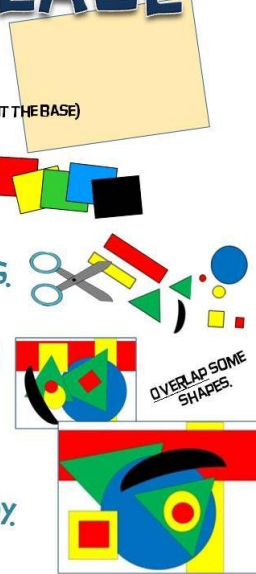
SAATCHI GALLERY







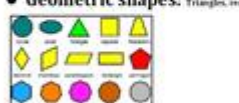


COLLAGE

1. CHOOSE A BASE.
(EX. CONSTRUCTION PAPER - DO NOT CUT THE BASE)
2. SELECT MATERIALS.
3. CUT OR TEAR SHAPES.
4. ARRANGE SHAPES ON THE BASE.
5. REARRANGE SHAPES UNTIL YOU ARE HAPPY.
6. ATTACH SHAPES.
7. ADD DETAILS.
YARN, PAINT, MARKERS, ETC.



COLLAGE STATION - VOCABULARY WORDS

- **Overlap:** Place one thing on top of another

- **Arrange:** To place

- **Composition:** Placement of different elements within a pictorial space

- **Organic shapes:** Shapes from nature

- **Geometric shapes:** Triangles, rectangles, squares, diamonds...


How?

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Watch 'How its made' on YouTube and make revision notes based on processes you have watched. Parent to then watch the video again and question child on the process they have watch to see what they can recall.

Encourage students experiment drawing. You might have a second sketchbook to practice at home or you can draw on recycled materials, for example used envelopes, newspapers and inside of cereal boxes if you have no paper at home.

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Artists

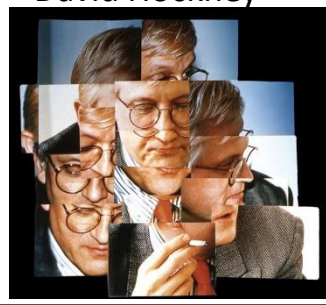
John Stezaker



Richard Hamilton



David Hockney



Create flashcards for key words. One side write down the equipment/technique name, the other side draw and write down use of equipment/ technique.

- Try.
- Try again.
- Try once more.
- Try differently.
- Try again tomorrow.
- Try and ask for help.
- Try and find someone who's done it.
- Try to fix the problem.
- Keep **trying** until you succeed.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>

- <https://www.tate.org.uk/art/student-resource/exam-help>
- <https://www.theguardian.com/artanddesign>
- <https://www.saatchigallery.com/#years>
- <https://www.tate.org.uk/art>
- <https://www.nationalgallery.org.uk/paintings/search-the-collection?q=&tpf=&tpt=&acf=&act=>
- <https://artsandculture.google.com/>



Art Recall

Watercolour



Key words for Texture

- ur
- bumpy
- rough
- jagged
- serrated
- coarse

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Try again.

Try once more.

Try differently.

Try again tomorrow.

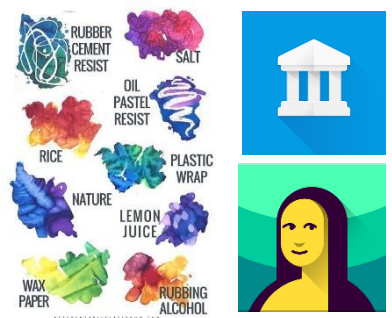
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Try and find someone who's done it.

Try to fix the problem.

Keep trying until you succeed.

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Formal Elements in Photography

MAKE SENSE OF SHOOTING MODES

The mode you choose affects the amount of control you have over camera settings

AUTO Auto mode If you're a complete novice, this mode is ideal because the camera takes care of all the settings automatically.	S Shutter Priority Use this if you want to choose the shutter speed yourself. The camera will set the aperture automatically so that the exposure is correct.
Auto Flash Off mode The same as Auto, but for museums, theatres or indoor sports venues where using a flash might get you thrown out!	P Program AE mode Ideal for general use, or when there's little time to think. The camera sets the shutter speed and aperture but you get to control other settings.
Portrait mode The camera softens skin tones and uses a wide aperture to throw the background out of focus.	M Manual mode This is designed for experts. You choose the shutter speed and aperture yourself, though the camera still suggests settings.
Landscape mode Designed for vivid landscape shots taken in daylight. The built-in flash is switched off and you might need a tripod in poor light.	A Aperture Priority Use this if you want to choose the aperture yourself. The camera will set the shutter speed automatically for correct exposure.
Child mode In this mode, the camera makes backgrounds and clothing colourful, but keeps skin tones soft and natural looking.	GUIDE GUIDE A special feature on the D3100 that shows you what to do as you're taking pictures. It's a great way for beginners to learn about photography.
Sports mode The flash is switched off and the camera uses faster shutter speeds to help freeze fast moving subjects.	Close-up mode This favours a smaller aperture to improve depth of field. Consider using a tripod when there's a risk of camera-shake.
Night Portrait mode The flash fires to light your subject, but the camera uses a slower shutter speed to capture the background lighting too.	

Nikon ↑
Canon ↓

- Full Auto** - The idiot 'green square' mode - sets all the camera settings for you automatically.
- Creative Auto** - Only found on most recent EOS SLRs. Lets you tweak aperture and exposure compensation in a jargon-free way.
- Metered manual** - You set both aperture and shutter speed, but the camera still gives a meter reading (see p97).
- Aperture priority** - You set the aperture, and the camera then sets the shutter speed for you.
- Shutter priority (time value)** - You set the shutter speed, and the camera then sets the aperture for you.
- Program shift** - The camera chooses aperture and shutter speed, but you can tweak them - see below.
- Movie mode** - Only found on most recent EOS SLRs. Lets you record HD video.
- Portrait mode** - Sets a wide aperture to blur backgrounds, but overrides other settings, see p96.
- Landscape mode** - Sets aperture to maximise depth of field, but overrides other settings, see p96.
- Close-up mode** - Sets a wide aperture to blur backgrounds, but overrides other settings, see p96.
- Sports mode** - Sets a fast shutter speed to freeze action, but controls other settings, too, see p96.
- Night portrait mode** - Combines flash with a slow shutter speed, but fixes other settings, see p96.
- Flash off mode** - Fully automatic mode that ensures flash does not fire - see full details on p96.
- Automatic depth of field** - Tweaks aperture and focus to ensure key parts of picture are sharp. See p96.

FOCUS: what areas appear clearest or sharpest in the photograph? What do not?

LIGHT: what areas of the photograph are most highlighted? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial? Harsh or soft? Reflected or direct

LINE: are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

REPETITION: are there any objects, shapes or lines which repeat and create a pattern?

SHAPE: do you see geometric or organic shapes? What are they? How do they relate to one another?

SPACE: is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative spaces in addition to positive spaces? Is there depth created by spatial illusions?

TEXTURE: if you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

VALUE: is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

Create flashcards for key words. One side write down the equipment/technique name, the other side *draw* and write down *use* of equipment/ technique.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject->

How?

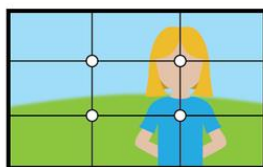
In Art and Design you will learn new skills. Practice!

As the saying goes... if at first you don't succeed try, try, try again!

Parents...Encourage pupil to take photographs every where they go! You might have a folder on the computer that had lots of inspiring images! These photographs can be used for lots of future projects!

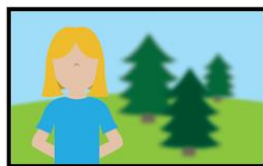
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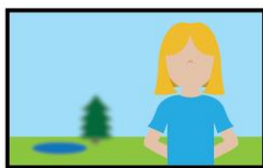
RULE OF THIRDS

The photo is divided by nine boxes. The subject is in one of the intersecting lines, or the circles.



DEPTH OF FIELD

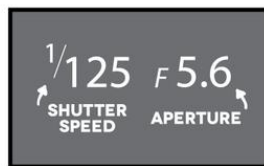
This is when the subject of the photo is completely in focus and the background is blurry. This can be controlled by aperture.



BALANCE

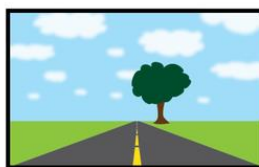
Placing your main subject off-centre, as with the rule of thirds, creates a more interesting photo. You should balance the 'weight' of your subject by including another object of lesser importance to fill the space.

PHOTO BASICS



SHUTTER SPEED & APERTURE

These figures are on your SLR camera screen. The higher the number (1/400), the faster the shutter speed. You are able to shoot faster subjects. As your aperture number gets lower (F2.8), more light is allowed into the lens. More light allows you to shoot in lower light situations.



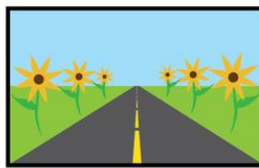
LEADING LINES

The road in this picture serves as a guide that lead your eyes to the subject of the photo.



FRAMING

This is when there are objects around the subject that frame the subject, making your eyes more drawn to it.



SYMMETRY

This is when the photo is equally balanced or has a pattern, creating symmetry within the photo. This can be very eye-catching, particularly in situations where they are not expected.



VIEW POINT

Before shooting your subject, think about where you will shoot it from. The viewpoint has a massive impact on the composition of a photo, and it can greatly affect the message that the shot conveys.

5. Useful websites

For all subjects:

- <https://www.bbc.co.uk/bitesize>
- <https://www.senecalearning.com/>
- <https://quizlet.com/en-gb>

Specific websites:

English

- <https://www.literacyplanet.com/uk/>

Maths

- <https://mathswatch.co.uk/>
- <https://www.mymaths.co.uk/>

Languages

- <https://www.duolingo.com/>
- <https://www.languagesonline.org.uk/>

Technology

- <http://www.mr-dt.com/materials/plastics.htm>

A retrieval practice guide for parents

Year 9

“Practice does not make perfect. Perfect practice makes perfect”

Vince Lombardi

