











French | Studying and my future | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	l'anglais	English	J'étudie l' anglais et c'est intéressant.
	le dessin	Art	Je pense que le dessin est ennuyeux.
	l'espagnol	Spanish	À mon avis, l'espagnol est très important.
	l'eps	PE	J'étudie l'eps tous les jours.
	le français	French	J'étudie le français avec ma famille.
	la géographie	Geography	Je pense que la géographie est difficile.
	l'histoire	History	J'étudie l'histoire et c'est assez barbant.
	les maths	Maths	Je dirais que les maths est difficile.
	la musique	Music	Je pense que la musique est facile.
	les sciences	Science	J'étudies les sciences chaque semaine.

French | Studying and my future | KO

Check for knowledge:

- I can say what I study (step 1)
- I can describe what I wear to school (step 2)
- I can describe school rules (step 3)
- I can give opinions on my school and my teachers (step 4)

Step 1: Saying what subjects you study

J'étudie	I study	Je n'étudie pas	I don't study
J'aime étudier	I like to study	Ma matière préférée est	My favourite subject is
l'anglais	English	le dessin	Art
les maths	Maths	les sciences	Science
le théâtre	Drama	le français	French
l'espagnol	Spanish	l'EPS	PE
l'informatique	ICT/IT	l'histoire	History
amusant	fun	barbant	boring
facile	easy	difficile	difficult
intéressant	interesting	inutile	useless

Step 3: Describing the school rules

On doit	one must	On ne doit pas	one must not
être à l'heure	be on time	porter des bijoux	wear jewellery
respecter les autres	respect others	manquer les cours	skip lessons
porter l'uniforme scolaire	wear school uniform	utiliser son portable	use your phone
apporter son matériel	bring your school equipment	manger en classe	eat in class
travailler dur	work hard	dire des gros mots	swear

Step 2: Describing your school uniform

Je porte	I wear		
l'uniforme scolaire	School uniform		
une cravate	a tie	blanc(he)(s)	white
un tee-shirt	a t-shirt	rouge	red
un pantalon	trousers	vert(e)	green
une jupe	a skirt	bleu(e)	blue
une chemise	a shirt	jaune	yellow
un pull	a jumper	noir(e)(s)	black
des chausseurs	shoes	marron	brown
une veste	a blazer	gris(e)(s)	grey

Step 4: Describing your teachers

Je m'entends bien avec	I get on well with
Je ne m'entends pas bien avec	I don't get on well with
J'aime bien	I really like
les professeurs sont	the teachers are
mon professeur est	my male teacher is
ma professeure est	my female teacher is
grincheux(grincheuse)	grumpy
sympa	kind/nice
patient(e)/impatiernt(e)	patient/impatient
travailleur/se	hard-working

French | Studying and my future | Skills Guide

Have you used...

An opinion?	A noun?	A subject?	A connective?	A reason?	An intensifier?	An adjective?	A complex reason?
<p>J'adore (I love)</p> <p>J'aime bien (I really like)</p> <p>J'aime (I like)</p> <p>Je n'aime pas (I don't like)</p> <p>Je m'entends bien avec (I get on well with)</p> <p>Je ne m'entends pas bien avec (I don't get on very well with)</p>	<p>♂ Mon prof (my male teacher)</p> <p>♀ Ma prof (my female teacher)</p>	<p>d'anglais (English)</p> <p>d'histoire (History)</p> <p>d'espagnol (Spanish)</p> <p>d'EPS (PE)</p> <p>de géographie (Geography)</p> <p>de technologie (DT)</p> <p>de sciences (Science)</p>	<p>car</p> <p>parce que</p> <p>puisque</p> <p>(because)</p>	<p>il est (he is)</p> <p>elle est (she is)</p> <p>il peut être (he can be)</p> <p>elle peut être (she can be)</p>	<p>très (very)</p> <p>un peu (a little)</p> <p>assez (quite)</p> <p>vraiment (really)</p>	<p>sympa (nice)</p> <p>sévère (strict)</p> <p>travailleur/travailleuse (hardworking)</p> <p>intelligente/intelligente (intelligent)</p> <p>patient/patiente (patient)</p> <p>paresseux/paresseuse (lazy)</p> <p>grincheux/grincheuse (grumpy)</p> <p>barbant/barbante (boring)</p>	<p>il/elle est toujours souriant (he/she is always smiling)</p> <p>nous donne beaucoup de devoirs (he/she gives us a lot of homework)</p> <p>il /elle me fait rire (he/she makes me laugh)</p>

Example: J'adore mon prof d'anglais car il est très travailleur.
(I love my English teacher because he is hardworking.)

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Success Criteria:

- Can you describe **what** you study?
- Why** do you like the subject?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your favourite subject**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to study next year? Have you used any **complex structures**?

Simple answer:

Je m'appelle Pierre et j'adore le collège. J'étudie les maths et les sciences. J'aime le français parce que c'est utile. Aussi, j'adore l'histoire car c'est intéressant.

Connectives
used to link ideas

Extended answer:











Au collège, j'étudie les maths et j'étudie aussi la géographie. J'adore les maths, parce que pour moi c'est facile, mais je n'aime pas la géographie car à mon avis, c'est très difficile. Mon prof de géographie est assez sévère et il nous donne beaucoup de devoirs.

Variety of
adjectives








Intensifiers
used to add detail

Fancy phrase used to upgrade answer.

French | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	faire du patin à glace	do ice skating	J'aime faire du patin à glace avec mes amis.
	faire de la cuisine	do cooking	Je déteste faire de la cuisine .
	faire de la danse	do dancing	Normalement je préfère faire de la danse .
	faire de la gymnastique	do gymnastics	Je n'aime pas faire de la gymnastique .
	faire de l'athlétisme	do athletics	J'adore faire de l'athlétisme pendant le week-end.
	faire de l'équitation	do horseriding	J'adore faire de l'équitation pour s'amuser.
	faire des randonnées	do hiking	Je préfère faire des randonnées comme l'exercice.
	faire du ski	do skiing	J'aime faire du ski avec ma famille.
	faire du vélo	do cycling	Chaque semaine j'aime faire du vélo .
	faire du théâtre	do drama	Tous les jours j'adore faire du théâtre .

French | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	jouer au basket	do basketball	Dans ma temps libre, j'aime jouer au basket .
	jouer au foot	play football	J'adore jouer au foot avec ma meilleure amie.
	jouer au hockey	play hockey	Le soir, j'adore jouer au hockey .
	jouer au rugby	play rugby	J'aime jouer au rugby parce que c'est facile.
	jouer au tennis	play tennis	J'adore jouer au tennis mais c'est difficile.
	jouer aux cartes	play cards	Tous les jours, ma mère aime jouer aux cartes .
	jouer aux échecs	play chess	Tous les soirs, mon frère aime jouer aux échecs .

French | Lifestyle and Wellbeing | Knowledge Organiser

Check for knowledge:

- I can say what I and others do (step 1)
- I can describe my daily routine (Step 2)
- I can give opinions on different hobbies and activities (step 3)
- I can use future tense (step 4)

Step 1: Saying what hobbies you do

j'envoie des sms	<i>I send texts</i>	je fais de la danse	<i>I dance</i>
je fais du sport	<i>I do sport</i>	je fais de l'athlétisme	<i>I do athletics</i>
je reste chez moi	<i>I rest at home</i>	je prends des photos	<i>I take photos</i>
je regarde des films	<i>I watch films</i>	j'écoute de la musique	<i>I listen to music</i>
je joue au tennis	<i>I play tennis</i>	tous les jours	<i>Every day</i>
je joue a l'ordinateur	<i>I play on the computer</i>	chaque semaine	<i>Every week</i>
je joue au rugby	<i>I play rugby</i>	de temps en temps	<i>From time to time</i>

Step 3: Describing your daily routine

Je me réveille	<i>I get up</i>	Je mange le petit-déjeuner	<i>I eat breakfast</i>
Je me douche	<i>I shower</i>	Je fais mes devoirs	<i>I do my HW</i>
Je m'habille	<i>I get dressed</i>	Je vais à l'école	<i>I go to school</i>
Je me brosse les dents	<i>I brush my teeth</i>	Je mange le dîner	<i>I eat dinner</i>
Le matin	<i>In the morning</i>	À une heure	<i>At 1 o'clock</i>
L'après-midi	<i>In the afternoon</i>	À deux heures	<i>At 2 o'clock</i>
Le soir	<i>In the evening</i>	À trois heures	<i>At 3 o'clock</i>

Step 2: Giving opinions on hobbies

Je pense que	<i>I think that</i>		
Je dirais que	<i>I would say that</i>		
À mon avis	<i>In my opinion</i>		
c'est	<i>it is...</i>		
divertissant	<i>entertaining</i>	intéressant	<i>interesting</i>
ennuyeux	<i>boring</i>	barbant	<i>boring</i>
amusant	<i>fun</i>	passionnant	<i>exciting</i>
relaxant	<i>relaxing</i>	fantastique	<i>fantastic</i>
affreux	<i>awful</i>	nul	<i>rubbish</i>
difficile	<i>difficult</i>	palpitant	<i>exciting</i>

Step 4: Describing future plans

La semaine prochaine	<i>Next week</i>
Le lendemain	<i>Tomorrow</i>
L'année prochaine	<i>Next year</i>
je vais + infinitive	<i>I'm going to...</i>
on va + infinitive	<i>we're going to...</i>
sortir avec mes amis	<i>go out with friends</i>
aller au cinéma	<i>go to the cinema</i>
avoir une soirée	<i>have a party</i>
faire de la natation	<i>go swimming</i>

French | Lifestyle and Wellbeing | Skills Guide

Have you used...

A time marker?	A verb?	An activity?	A connective?	A opinion phrase?	An intensifier?	A reason?
<p>Normalement (Normally)</p> <p>Une fois par semaine (Once a week)</p> <p>Deux fois par semaine (Twice a week)</p> <p>Tous les jours (Every day)</p> <p>Tous les matins (Every morning)</p> <p>Tous les après-midis (Every afternoon)</p> <p>Tous les soirs (Every evening)</p> <p>Toujours (Always)</p> <p>Souvent (Often)</p> <p>De temps en temps (From time to time)</p>	<p>je fais (I do)</p> <p>il / elle fait (he/she does)</p> <p>ils / elles font (they do)</p>	<p>de l'équitation (horse-riding) de l'athlétisme (athletics) de la natation (swimming) de la voile (sailing) de la gymnastique (gymnastics) du ski (ski) du ballet (ballet) du cyclisme (cycling) du patin (skating) du yoga (yoga) du judo (judo) du surf (surfing)</p>	<p>parce que (because)</p> <p>car (because)</p> <p>mais (but)</p> <p>cependant (however)</p> <p>et (and)</p>	<p>selon moi (in my opinion) selon lui / elle (in his / her opinion) selon eux / elles (in their opinion) je pense que (I think that) il / elle pense que (he/she thinks that) ils / elles pensent que (they think that) je trouve que (I think that) il / elle trouve que (he/she thinks that) ils / elles trouvent que (they think that) je dirais que (I would say that) il / elle dirait que (he / she would say that)</p> <p>c'est (it is) ce n'est pas (it isn't)</p>	<p>très (very)</p> <p>un peu (a bit)</p> <p>assez (quite)</p> <p>trop (too)</p> <p>vraiment (really)</p>	<p>facile (easy) intéressant (interesting) génial (great) amusant (fun) relaxant (relaxing) palpitant (exciting) mauvais (bad) difficile (difficult) barbant (boring) dangereux (dangerous) fatigant (tiring)</p>
<p>Example: Normalement, je fais de l'équitation car selon moi c'est vraiment génial. (Normally, I do horse-riding because according to me it is really great.)</p>						

French | Lifestyle and Wellbeing | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- Can you describe **what** you like?
- Why** do you like the sport?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your friend's hobbies**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to do next weekend? Have you used any **complex structures**?

Simple answer:

Je m'appelle Léo. Je joue au volleyball et je fais de l'athlétisme. J'adore aussi les arts martiaux et tous les weekends, j'aime faire du judo avec mes amis.

Connectives
used to link
ideas

Extended answer:

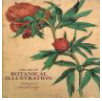







Je m'appelle Léo. Je suis assez sportif! En hiver, j'adore faire du ski, mais je n'aime pas faire du patin à glace parce que c'est trop difficile. J'ai une amie qui s'appelle Valentine. Elle joue souvent aux échecs et elle adore télécharger des chansons, surtout le hard rock! Cependant, elle déteste regarder la télé parce que selon elle c'est assez ennuyeux.

Variety of
adjectives

Intensifiers
used to add
detail

Fancy phrase used to
upgrade answer.

Year 8 Botanical Art - Topic Dictionary

Image	Keyword	Definition	In a sentence
	botanical art:	is a representation of a plant or fungi or lichen, which is scientifically and botanically correct but not necessarily 'complete' as a scientific recording.	Botanical artists at Kew Gardens work faithfully with the Scientist to draw a true likeness of plants and flowers, connecting Science and Art.
	complementary colours:	sit across from each other on the colour wheel. These are often referred to as opposite colours and even contrasting colours . Don't be confused by the three different names, they all mean the same thing. When complementary colours are placed next to each other, a very strong contrast is created. The colours appear more vivid and brighter.	The colours used in Van Goghs botanical art uses vivid and contrasting colour schemes of blues and oranges.
	composition:	is the sum of how you place all the parts within it: use of the edges of the frame, use of shapes within the frame, the prominence of any foreground/background details, the position of the subject within the frame, even the shape of the frame itself.	Fitch draws our eye to the central feature of a large oversized flower, framed by cropped elements of pond life, in a composition that is balanced with symmetry.
	form:	In relation to art the term form has two meanings: it can refer to the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up a work	In my botanical tonal drawing I have shown a range of tone from dark to light tones to create a 3D form in a 2D drawing.
	mood:	is the atmosphere in a painting, or the feeling expressed. Is the art tranquil, or is it dark and disturbing? Tone refers to the lightness or darkness of colours used, which can help to create a sense of depth or distance in art. Artists use light and dark colours to convey a mood or an emotion.	The tranquil setting that Fitches white flower occupies creates a peaceful, calming mood
	scale:	refers to the overall physical size of an artwork or objects in the artwork. We always relate scale to the size of the human body - how big or small the piece is in relation to us. An artist may decide to use a scale which is different from life-sized and this will have an impact on how it feels.	The size and scale of the central white flower draws your eye into the botanical illustration.
	tint:	is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.	In Fitches botanical illustration he uses pink tints in the background flowers that have sculptural forms.
	white:	is often associated with purity, innocence, and simplicity in art. It can evoke feelings of cleanliness, brightness, and calmness, and is used to create space and balance or to enhance other colours' brightness.	Fitches white flower reflects tone and colour back into it

Year 8 Art: Botanical Art – Writing About Art...

Sentence Starters

1. **Describe** in detail the artist/s work, using the **keywords and art specific vocabulary**.
3. Give your own opinions

Possible starting points

In the picture I can see.....

It is a picture of a

(sea scape, Landscape, portrait, still life group, street scene,

The colours remind me of.....

The way the artists has applied paint reminds me of.....

The artists has usedpaint and has applied it with.....brushstrokes.

The image is arranged

The eye is drawn through the image in a

The artist has composed the painting in a

(Artists name) work contrast with (Other Artists name) because

He has **used**.....colours that have/convey.....affect.

The effect of the artists brush strokes is.....

The mood the artist has conveyed is.....

The image reminds me of.....because of the.....

In comparisonhas used paint

The artists use of paint/brush strokes/colour.....

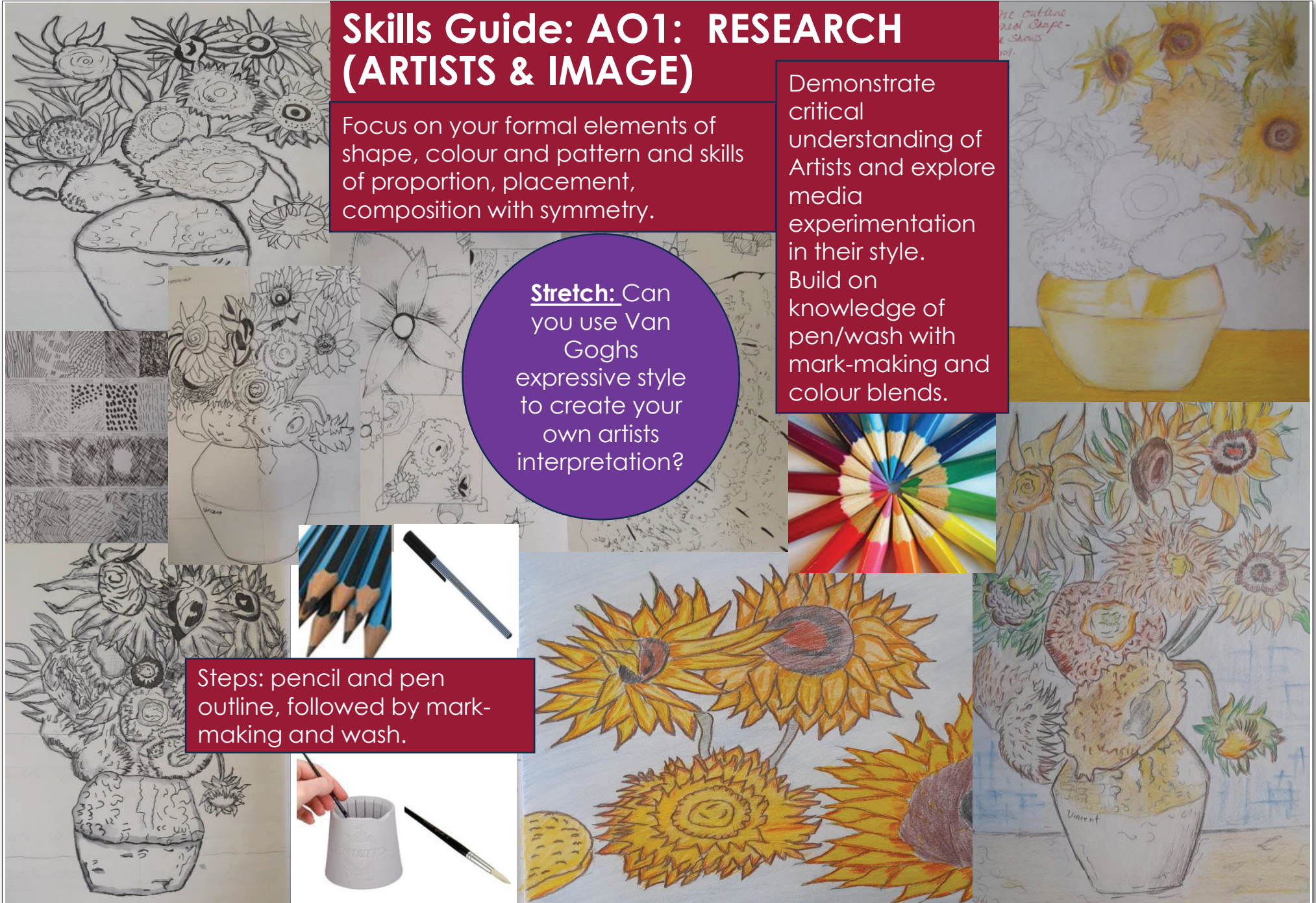
Skills Guide: AO1: RESEARCH (ARTISTS & IMAGE)

Focus on your formal elements of shape, colour and pattern and skills of proportion, placement, composition with symmetry.

Demonstrate critical understanding of Artists and explore media experimentation in their style. Build on knowledge of pen/wash with mark-making and colour blends.

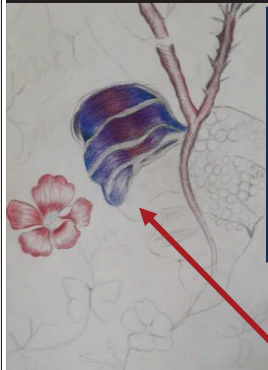
Stretch: Can you use Van Gogh's expressive style to create your own artist's interpretation?

Steps: pencil and pen outline, followed by mark-making and wash.



AO4: Final Outcome

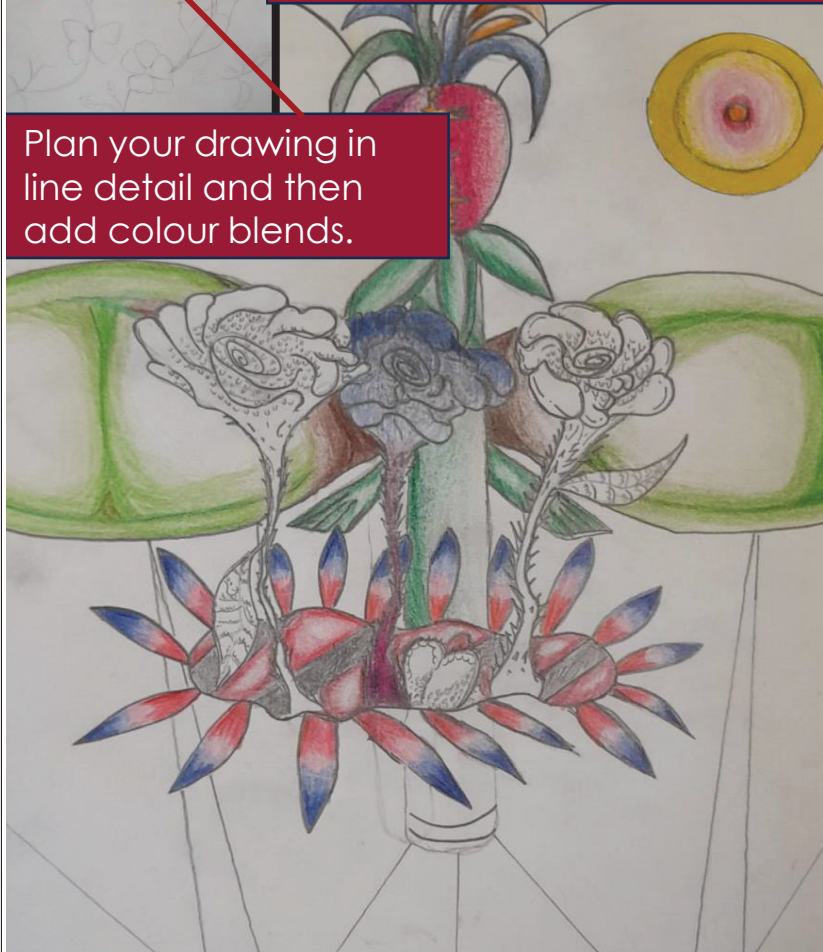
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language in response to Trisha Guild and Althea McNish



Using Natural Forms reference material students have used these female designers to influence their designs. **What key skills have they used?**

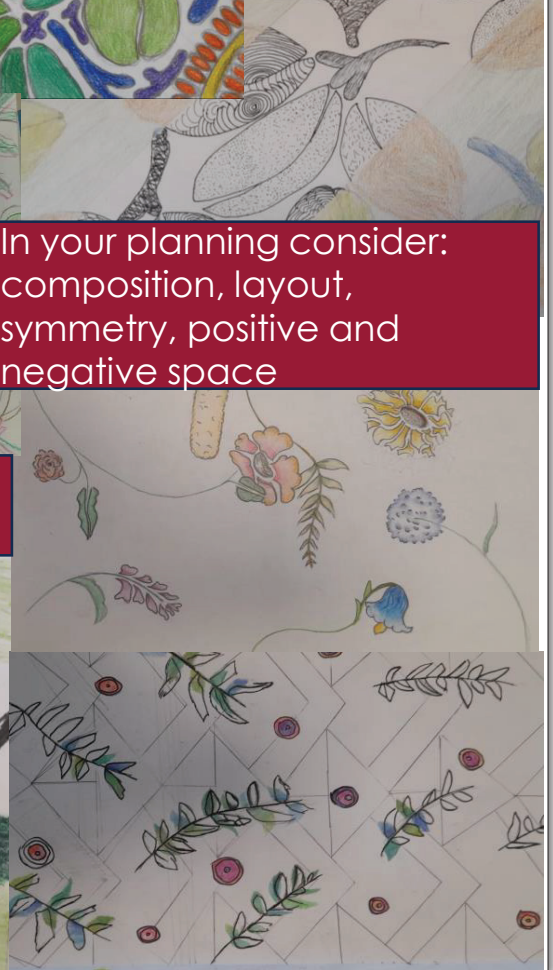


Plan your drawing in line detail and then add colour blends.



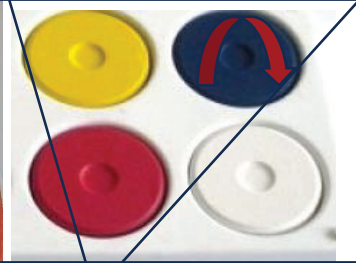
In your planning consider: composition, layout, symmetry, positive and negative space

Which Formal Elements do these designs showcase?



AO2: EXPERIMENTS WITH MEDIA(Refine)

Mix primary colours to create variations of secondary colours.



Tempera block paints

Wind tempera blocks clockwise with brush to create bubbles, this will be the right consistency. Mix primary colours together to create secondary colour in empty spaces in palate.



Skills Guide

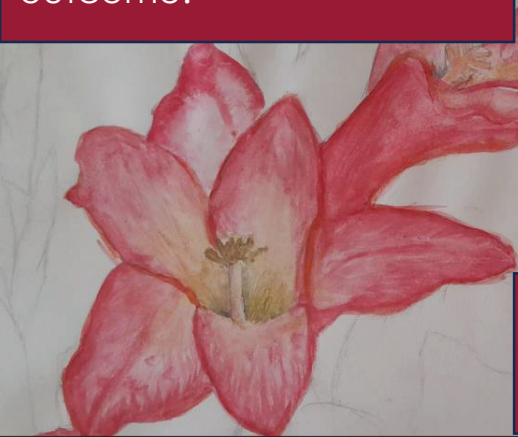
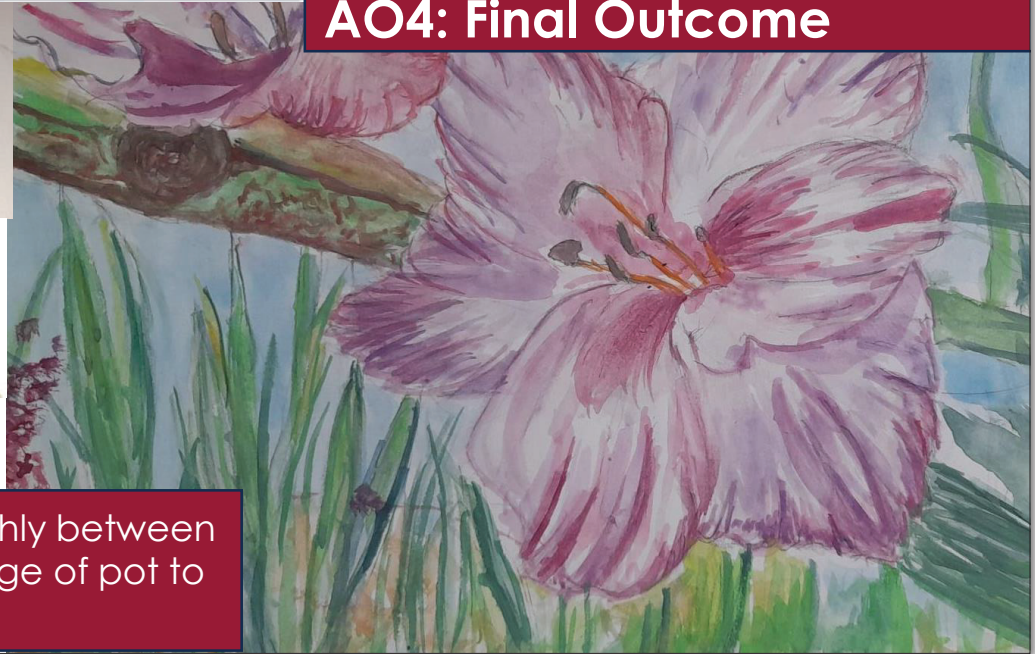
Watercolour: move brush backwards and forwards on colour, the more you move the brush the more pigment you pick up (colour). Move to lid to mix, add water for more translucent (soft see through layers).



Once you are secure in applying paint and have successfully completed the colour wheel, start to softly draw out your outline for your painted AO4 outcome.



AO4: Final Outcome



Clean your brush thoroughly between painting, tap brush on edge of pot to get rid of excess water.

Spanish | Studying and my future | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	el inglés	English	Pienso que el inglés es interesante.
	el dibujo	Art	Pienso que el dibujo es aburrido.
	el español	Spanish	En mi opinión el español es el mejor.
	la educación física	PE	Estudio la educación física todos los días.
	el francés	French	Estudio el francés con mi familia
	la geografía	Geography	Pienso que la geografía es difícil
	la historia	History	Estudio la historia y es interesante.
	las matemáticas	Maths	Diría que las matemáticas son importantes.
	la música	Music	Pienso que la música es interesante.
	las ciencias	Science	Estudio las ciencias porque son útiles.

Spanish | Studying and my future | KO

Check for knowledge:

- I can say what I study (step 1)
- I can describe what I wear to school (step 2)
- I can describe school rules (step 3)
- I can give opinions on my school and my teachers (step 4)

Step 1: Saying what subjects you study

Estudio	<i>I study</i>	No estudio	<i>I don't study</i>
Me gusta estudiar	<i>I like to study</i>	Mi asignatura favorita es	<i>My favourite subject is</i>
el inglés	<i>English</i>	el dibujo	<i>Art</i>
las matemáticas	<i>Maths</i>	las ciencias	<i>Science</i>
el teatro	<i>Drama</i>	el francés	<i>French</i>
el español	<i>Spanish</i>	la educación física	<i>PE</i>
la informática	<i>ICT/IT</i>	la historia	<i>History</i>
divertido/a(s)	<i>fun</i>	aburrido/a(s)	<i>boring</i>
fácil(es)	<i>easy</i>	difícil(es)	<i>difficult</i>
interesante(s)	<i>interesting</i>	inútil(es)	<i>useless</i>

Step 2: Describing your school uniform

Llevo	<i>I wear</i>		
uniforme escolar	<i>school uniform</i>		
una corbata	<i>a tie</i>	blanco/a(s)	<i>white</i>
una camiseta	<i>a t-shirt</i>	rojo/a(s)	<i>red</i>
unos pantalones	<i>trousers</i>	verde(s)	<i>green</i>
una falda	<i>a skirt</i>	azúl(es)	<i>blue</i>
una camisa	<i>a shirt</i>	amarillo(a)(s)	<i>yellow</i>
un jersey	<i>a jumper</i>	negro(a)(s)	<i>black</i>
los zapatos	<i>shoes</i>	marrón(es)	<i>brown</i>
una chaqueta	<i>a jacket</i>	gris(es)	<i>grey</i>

Step 3: Describing the school rules

Se debe	<i>One must</i>	No se debe	<i>One must not</i>
llegar al tiempo	<i>be on time</i>	llevar joyas	<i>wear jewellery</i>
respetar los otros	<i>respect others</i>	saltar las clases	<i>skip lessons</i>
llevar uniforme escolar	<i>wear school uniform</i>	usar el móvil	<i>use your phone</i>
llevar materia	<i>bring your school equipment</i>	comer en clase	<i>eat in class</i>
trabajar duro	<i>work hard</i>	decir palabrotas	<i>swear</i>

Step 4: Describing your teachers

Me llevo bien con	<i>I get on well with</i>
No me llevo bien con	<i>I don't get on well with</i>
Me gusta mucho	<i>I really like</i>
los profesores son	<i>the teachers are</i>
mi profesor es	<i>my male teacher is</i>
mi profesora es	<i>my female teacher is</i>
gruñón/gruñóna	<i>grumpy</i>
simpático(a)	<i>kind/nice</i>
paciente/impaciente	<i>patient/impatient</i>

Spanish | Studying and my future | Skills Guide

Have you used...

An opinion?	A noun?	A subject?	A connective?	A reason?	An intensifier?	An adjective?	A complex reason?
<p>Me encanta (I love)</p> <p>Me gusta mucho (I really like)</p> <p>Me gusta (I like)</p> <p>No me gusta (I don't like)</p> <p>No me gusta nada (I really don't like)</p> <p>Me llevo bien con (I get on well with)</p> <p>No me llevo muy bien con (I don't get on very well with)</p>	<p>♂</p> <p>mi profesor de (my teacher of)</p> <p>♀</p> <p>mi profesora de (my teacher of)</p>	<p>inglés (English)</p> <p>español (Spanish)</p> <p>francés (French)</p> <p>geografía (Geography)</p> <p>historia (history)</p> <p>tecnología (DT)</p> <p>educación física (PE)</p> <p>ciencias (Science)</p>	<p>porque (because)</p> <p>dado que (given that)</p> <p>pero (but)</p> <p>y (and)</p>	<p>es (he/she is)</p> <p>puede ser (he/she can be)</p>	<p>bastante (quite)</p> <p>un poco (a little)</p> <p>muy (very)</p>	<p>simpático (nice)</p> <p>estricto/estricta (strict)</p> <p>trabajador/trabajador a (hardworking)</p> <p>inteligente (intelligent)</p> <p>paciente (patient)</p> <p>gruñón (grumpy)</p> <p>perezosa / perezosa (lazy)</p> <p>aburrido/aburrida (boring)</p>	<p>nos da muchos deberes (he/she gives us a lot of homework)</p> <p>siempre me hace reír (he/she always makes me laugh)</p> <p>está sonriendo todo el tiempo (he/she is smiling all the time)</p>
<p>Example: Me encanta mi profesor de inglés porque es bastante trabajador. (I love my English teacher because he is hardworking.)</p>							

Spanish | Studying and my future | Skills Guide

Success Criteria:

- Can you describe **what** you study?
- Why** do you like the subject?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your favourite subject**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to study next year? Have you used any **complex structures**?

Simple answer:

Me llamo Pablo y me encanta el insti. Estudio las matemáticas y las ciencias. Me gusta el francés porque es útil. También, me encanta la historia porque es interesante.

Variety of
adjectives

Extended answer:











En el insti, estudio la geografía y también la música. Me encantan las ciencias, porque para mi son fáciles, pero no me gusta nada la geografía porque en mi opinión es muy difícil. Mi profesor de geografía es bastante estricto y nos da muchos deberes.

Connectives
used to link
ideas








Intensifiers
used to add
detail

Fancy phrase used to
upgrade answer.

Spanish | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	bailar	do dancing	Normalmente prefiero bailar .
	cocinar	do cooking	Odio cocinar porque es aburrido.
	esquiar	do skiing	Me gusta esquiar con mi familia.
	hacer atletismo	do athletics	Me encanta hacer atletismo durante los fines de semana.
	hacer ciclismo	do cycling	Cada semana me gusta hacer ciclismo .
	hacer la gimnasia	do gymnastics	No me gusta hacer la gimnasia .
	hacer senderismo	do hiking	Prefiero hacer senderismo porque es bueno para la salud.
	hacer teatro	do drama	Todos los días, me encanta hacer teatro .
	montar al caballo	do horseriding	Me encanta montar al caballo porque es divertido.
	patinar sobre hielo	do ice skating	Me gusta patinar sobre hielo con mis amigos.

Spanish | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	jugar al baloncesto	do basketball	En mi tiempo libre, me gusta jugar al baloncesto .
	jugar al fútbol	play football	Me encanta jugar al fútbol con mi mejor amigo.
	jugar al hockey	play hockey	Por la tarde, me encanta jugar al hockey .
	jugar al rugby	play rugby	Me gusta jugar al rugby porque es fácil.
	jugar al tenis	play tennis	Me encanta jugar al tenis pero es difícil.
	jugar las cartas	play cards	Todos los días, mi madre le gusta jugar las cartas .
	jugar al ajedrez	play chess	Cada noche, mi hermano le gusta jugar al ajedrez .

Spanish | Lifestyle and Wellbeing | Knowledge Organiser

Check for knowledge:

- I can say what I and others do (step 1)
- I can describe my daily routine (step 2)
- I can give opinions on different hobbies and activities (step 3)
- I can use future tense (step 4)

Step 1: Saying what hobbies you do

Hago deporte	<i>I do sport</i>	Bailo	<i>I dance</i>
Hago atletismo	<i>I do athletics</i>	Juego a los videojuegos	<i>I play videogames</i>
Juego al tenis	<i>I play tennis</i>	Juego al rugby	<i>I play rugby</i>
Veo películas	<i>I watch films</i>	Escucho música	<i>I listen to music</i>
Saco fotos	<i>I take photos</i>	Todos los días	<i>Every day</i>
Descargo música	<i>I download music</i>	Cada semana	<i>Every week</i>
Hago ciclismo	<i>I do cycling</i>	De vez en cuando	<i>From time to time</i>

Step 2: Giving opinions on hobbies

Pienso que	<i>I think that</i>		
Diría que	<i>I would say that</i>		
En mi opinión	<i>In my opinion</i>		
Es	<i>It is...</i>		
entretenido	<i>entertaining</i>	maravilloso	<i>marvellous</i>
aburrido	<i>boring</i>	ridículo	<i>ridiculous</i>
guay	<i>cool</i>	emocionante	<i>exciting</i>
relajante	<i>relaxing</i>	increíble	<i>incredible</i>
fatal	<i>awful</i>	decepcionante	<i>disappointing</i>
difícil	<i>difficult</i>	estupendo	<i>fantastic</i>

Step 3: Describing your daily routine

Me levanto	<i>I get up</i>	Como el desayuno	<i>I eat breakfast</i>
Me ducho	<i>I shower</i>	Hago mis deberes	<i>I do my HW</i>
Me visto	<i>I get dressed</i>	Voy al colegio	<i>I go to school</i>
Me lavo los dientes	<i>I brush my teeth</i>	Como la cena	<i>I eat dinner</i>
Por la mañana	<i>In the morning</i>	A la una	<i>At 1 o'clock</i>
Por la tarde	<i>In the afternoon</i>	A las dos	<i>At 2 o'clock</i>
Por la noche	<i>In the evening</i>	A las tres	<i>At 3 o'clock</i>

Step 4: Describing future plans

La semana que viene	<i>Next week</i>
Mañana	<i>Tomorrow</i>
El año que viene	<i>Next year</i>
voy a + infinitive	<i>I'm going to...</i>
vamos a + infinitive	<i>we're going to...</i>
salir con amigos	<i>go out with friends</i>
ir al cine	<i>go to the cinema</i>
tener una fiesta	<i>have a party</i>
hacer la natación	<i>go swimming</i>

Spanish | Lifestyle and Wellbeing | Skills Guide

Have you used...

A time marker?	A verb?	An activity?	A connective?	A opinion phrase?	An intensifier?	A reason?
<p>Normalmente (Normally)</p> <p>Una vez a la semana (Once a week)</p> <p>Dos veces a la semana (Twice a week)</p> <p>Siempre (Always)</p> <p>A menudo (Often)</p> <p>De vez en cuando (From time to time)</p> <p>Todos los días (Every day)</p> <p>Cada mañana (Every morning)</p> <p>Cada tarde (Every afternoon / evening)</p> <p>Cada noche (Every night)</p>	<p>hago (I do)</p> <p>hace (he/she does)</p> <p>hacen (they do)</p> <p>juego (I play)</p> <p>juega (he/she plays)</p> <p>juegan (they play)</p>	<p>equitación (f) (horse-riding)</p> <p>natación (f) (swimming)</p> <p>vela (f) (sailing)</p> <p>gimnasia (f) (gymnastics)</p> <p>esquí (m) (ski)</p> <p>atletismo (m) (athletics)</p> <p>ballet (m) (ballet)</p> <p>ciclismo (m) (cycling)</p> <p>patinaje (m) (skating)</p> <p>yoga (m) (yoga)</p> <p>judo (m) (judo)</p> <p>surf (m) (surfing)</p> <p>al fútbol (football)</p> <p>al voleibol (volleyball)</p> <p>al golf (golf)</p> <p>al baloncesto (basketball)</p> <p>al críquet (cricket)</p> <p>al tenis (tennis)</p> <p>al bádminton (bádminton)</p> <p>al hockey (hockey)</p> <p>al rugby (rugby)</p>	<p>porque (because)</p> <p>dado que (because)</p> <p>pero (but)</p> <p>sin embargo (however)</p> <p>y (and)</p>	<p>en mi opinión (in my opinión)</p> <p>en su opinión (in his / her opinión)</p> <p>en su opinión (in their opinión)</p> <p>pienso que (I think that)</p> <p>piensa que (he/she thinks that)</p> <p>piensan que (they think that)</p> <p>creo que (I think that)</p> <p>cree que (he/she thinks that)</p> <p>diría que (I would say that/(he / she would say that)</p> <p>es (it is)</p> <p>no es (it isn't)</p>	<p>muy (very)</p> <p>un poco (a bit)</p> <p>bastante (quite)</p> <p>demasiado (too)</p>	<p>fácil (easy)</p> <p>interesante (interesting)</p> <p>genial (great)</p> <p>divertido / a (fun)</p> <p>relajante (relaxing)</p> <p>emocionante (exciting)</p> <p>malo / a (bad)</p> <p>difícil (difficult)</p> <p>aburrido / a (boring)</p> <p>peligroso / a (dangerous)</p> <p>agotador / a (tiring)</p>
<p>Example: Una vez a la semana, hago equitación porque en mi opinión es muy emocionante.</p> <p>(Once a week, I do horseriding because in my opinion it is very exciting)</p>						

Spanish | Lifestyle and Wellbeing | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- Can you describe **what** you like?
- Why** do you like the sport?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your friend's hobbies**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to do next weekend? Have you used any **complex structures**?

Simple answer:

Me llamo Pablo. Juego al voleibol y hago atletismo. También, me encantan los deportes y cada fin de semana, me gusta jugar al baloncesto con mis amigos.

Connectives
used to link
ideas

Extended answer:

Variety of
adjectives

Me llamo Paula. Soy bastante **deportivo**! En el invierno, me encanta esquiar, **pero** no me gusta patinar sobre hielo **porque** es **muy** difícil. Tengo un amigo que se llama Luíz. Usualmente, juega al ajedrez y le encanta descargar música, especialmente la música pop. Sin embargo, no le gusta ver la tele **porque** **según** él, es bastante aburrido.

Intensifiers
used to add
detail

Fancy phrase used to
upgrade answer.

Drama | What skills do I need to be successful in Drama? | Skills Organiser

Drama: Term 2 – Skills Dictionary:

Rank yourself based on your confidence in each skill in week 1 and in week 12

4= Excellent understanding (no areas for development, fully consistent)

3= Good understanding (many strengths and a few areas for development, consistent)

2=Basic understanding (some strengths and some areas for development, mostly consistent)

1=No understanding (few strengths and many areas for development, inconsistent)

Vocal Skill	Definition	Examples of how to improve	1	12
projection	Using the voice to fill the performance space. E.g: An actor working in the hall will have to project more than an actor performing in the studio. Projection is important because the audience need to hear you.	. Diaphragm exercises. Breathing exercises Vocal warm ups.		
articulation	Speaking clearly so the dialogue can be understood.	Vocal Warm Ups Tongue twisters Focus on consonants		
tone	Communicating emotion with the voice	Knowing character and their motivation: Units and objectives Subtext Given Circumstance Opera exercise.		
pace (voice)	How fast or slow you speak.	Recording dialogue. Extreme Slow down Extreme Speed up		
volume	How loud or quiet you are.	Play with volume, Extremely loud/ quiet. Note impact.		
pitch	How high or low the voice is	Scales		

Physical Skill	Definition	Examples of how to improve	1	12
gesture	Using the body to communicate character/ emotion.	Exaggeration Selecting key words Mime		
facial expression	Using the face to communicate character/ emotion.	Facial warm ups – chewing toffee etc Rehearsing with a mirror.		
pace (movement)	How fast or slowly you move	Jacques LeCoq's 7 levels of tension.		
levels	How high or low you are compared to something/some one else	Utilising blocks/chairs etc		
space	The distance between two people or things.	Draw the stage out using masking tape.		

Term 3 | Responding to a Brief | Knowledge Organiser

The Suitcase

An old suitcase is found at a bus stop.

Inside, are a range of objects – each with a story to tell.



To explore Stanislavski we will be using drama games and scripts to help us develop our understanding of key principals of acting.

Half term 1 Key Words: The suitcase (Devising)

Devising	True to life
Stimulus	A starting point
Plot	The story line
Dialogue	The conversation between two or more characters
Monologue	A solo speech

Week	Stimulus
1	The photo
2	The bear
3	The blanket
4	The song
5-8	Rehearsal
9	Performance

Half term 1 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
	<ul style="list-style-type: none"> <input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard. <input type="checkbox"/> I am always focused in rehearsal and encourage others to do so as well. <input type="checkbox"/> I apply a range of practitioner's techniques effectively. <input type="checkbox"/> I include physical and vocal skills to enhance the performance. <input type="checkbox"/> I interpret the characters with innovation and creativity 	<ul style="list-style-type: none"> <input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard. <input type="checkbox"/> I am always focused in rehearsal and encourage others to do so as well. <input type="checkbox"/> I apply a range of practitioner's techniques effectively. <input type="checkbox"/> I include physical and vocal skills to enhance the performance. <input type="checkbox"/> I interpret the characters with innovation and creativity 	<ul style="list-style-type: none"> <input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard. <input type="checkbox"/> I am always focused in rehearsal and encourage others to do so as well. <input type="checkbox"/> I apply a range of practitioner's techniques effectively. <input type="checkbox"/> I include physical and vocal skills to enhance the performance. <input type="checkbox"/> I interpret the characters with innovation and creativity
	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas. <input type="checkbox"/> I am always focused in rehearsal. <input type="checkbox"/> I apply some practitioner's techniques effectively. <input type="checkbox"/> I use physical and vocal skills creatively to communicate with the audience. <input type="checkbox"/> I face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas. <input type="checkbox"/> I am always focused in rehearsal. <input type="checkbox"/> I apply some practitioner's techniques effectively. <input type="checkbox"/> I use physical and vocal skills creatively to communicate with the audience. <input type="checkbox"/> I face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas. <input type="checkbox"/> I am always focused in rehearsal. <input type="checkbox"/> I apply some practitioner's techniques effectively. <input type="checkbox"/> I use physical and vocal skills creatively to communicate with the audience. <input type="checkbox"/> I face the audience during my performance.
	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble. <input type="checkbox"/> I am mostly focused in rehearsal. <input type="checkbox"/> I apply a few practitioner's techniques effectively. <input type="checkbox"/> I use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I mostly face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble. <input type="checkbox"/> I am mostly focused in rehearsal. <input type="checkbox"/> I apply a few practitioner's techniques effectively. <input type="checkbox"/> I use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I mostly face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble. <input type="checkbox"/> I am mostly focused in rehearsal. <input type="checkbox"/> I apply a few practitioner's techniques effectively. <input type="checkbox"/> I use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I mostly face the audience during my performance.
	<ul style="list-style-type: none"> <input type="checkbox"/> I attempt to work effectively as an ensemble member. <input type="checkbox"/> I attempt to stay focused in rehearsal. <input type="checkbox"/> I attempt to apply practitioner's techniques effectively. <input type="checkbox"/> I attempt to use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I attempt to face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I attempt to work effectively as an ensemble member. <input type="checkbox"/> I attempt to stay focused in rehearsal. <input type="checkbox"/> I attempt to apply practitioner's techniques effectively. <input type="checkbox"/> I attempt to use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I attempt to face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I attempt to work effectively as an ensemble member. <input type="checkbox"/> I attempt to stay focused in rehearsal. <input type="checkbox"/> I attempt to apply practitioner's techniques effectively. <input type="checkbox"/> I attempt to use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I attempt to face the audience during my performance.

Dance Music | Knowledge Organiser |

1 Dance music Styles
Classical – Styles include the Polka (fast tempo and a 2/4 time signature) and the Viennese Waltz (fast tempo, elegant flow and fast turns).
Latin American – Tango (syncopated rhythms and 4/4 time signature) and Salsa (lively and upbeat style with a strong beat).
South-East Asian and Contemporary styles – Use of modes, religious influences, an improvisatory style above a tabla rhythm and a strong storytelling aspect.
Contemporary – includes hip hop, (characterised by heavy beats emphasizing footwork). lyrical and Modern (characterised by challenging concepts and a fluid approach to time signatures and tonal systems).

2 Club Dance Music from the 90s is an example of Dance Music that relied on Music Technology using sampling, strong bass lines and repeated catchy riffs.
 The 1990s club dance scene was characterized by electronic music and an atmosphere of celebration. Styles included Techno and Dance Pop – 2Unlimited, Cher and Madonna

3 **Bass Clef Notes**

A musical staff with a bass clef. The notes G, A, B, C, D, E, F, G, A are written on the lines and spaces from bottom to top. A red arrow points to the bass clef symbol.

4 **Playing Riff 1 with the correct rhythm:**
 Tea, Tea, Coff-ee Coff-ee, Tea, Tea, Coff-ee
 Coff-ee, Tea, Tea, Coff-ee Coff-ee, Tea, Tea,
 Coff-ee Coff-ee,

A musical staff in 4/4 time showing a melody. The notes are: G4, A4, A4, G4, A4, C5, G4, A4, A4, G4, A4, C5, G4, A4, A4, G4, A4, C5, D4, D4, F4, D4, F4, G4. A red arrow points to the first note.

5 **Creating the next big Dance Hit of 2024**
 This will require a catchy riff (short 8 note melody created using the bass clef)
 We will record your riff into BandLab using the MIDI Keyboard.

A photograph of a handwritten musical staff. The notes G, G, E, A, C, C, G, G are written on the lines and spaces. A red arrow points to the staff from the text above.

Skills Guide | What will I be assessed on in Music?



Practising and Performing

This is your opportunity to show that you can **sing/play** a simple theme that you have learnt in front of your teacher and peers on the keyboard. You will need to think carefully about what makes a successful and convincing performance! Below are some things to consider:

Performing skills: You will learn to perform as

- A whole class
- In groups
- As a soloist

You should try to perform with:

- Accuracy
- Fluency
- Expression (Dynamics, articulation, phrasing, sense of ensemble)
- A sense of style

Rehearsing skills: You will learn to

- Work independently
- Set up your equipment and space swiftly and safely
- Organise your time effectively
- Listen to and support your peers.
- Respond to feedback, setting goals for improvement
- Evaluate yours and others' work using key words



Composing and arranging

Composing means **creating** music from scratch. When you compose a set of variations based on a given theme you must be sparing with your ideas (don't get too complicated). Once you have mastered the technique in each variation you can get really creative!

Composing and arranging skills: You will learn to create a remix of a piece of classical music. Your aim will be to modernize a piece of music from the 1800s!

BandLab skills:

- Choosing the key of your piece.
- Using the filter function to find samples.
- Using the splice function.
- Using the drum machine.
- Using the MIDI keyboards.

Key things to think about:



Listening to and identifying music

You need to listen to a set of variations and spot the changes from the original theme. You will use the skills you have mastered in the performing and composing element of the course to recognize the same techniques in a range of classical and popular pieces

Listening skills: You will learn to use your listening skills during independent practice to monitor your strengths and areas for development. Your ears are your most important tool and you will need to listen critically every time you play your instrument.

Is your Keyboard-playing in time and are you playing each note with an even tone so that all the keys go down together at the same time?

Are you playing your piece at the same speed all the way through?

Are you playing the correct rhythms?



Exploring your thinking










Learning about theme and variations is important because it helps us to understand how much music can be generated using a simple starting point.

Exploring and researching skills:









You will explore a range of classical music. You will explore different types of Dance Music, with a big focus on 90s Club Dance Music. Dance Music examples include:

Waltz
Tango
Polka
Samba
Salsa
Kathak
Disco
Bhangra
Hip-Hop

Dance Music | | Topic Dictionary





Image	Key Term	Definition	In a sentence:
	dance Music	music which is created with the intention of dancing	I have been studying Samba, which is a part of the dance music genre.
	waltz	a ballroom dance in triple time with a strong accent on the first beat.	famous walzes include the Viennese Waltz and the Blue Danube Waltz.
	tango	a partner dance and a social dance that originated in Argentina.	tango was created in the bars of the ports of Argentina and considered very exciting and risque. It soon spread throughout the world.
	polka	a lively courtship dance in 2/4 time.	polka is characterised by three quick steps and a hop!
	samba	a ballroom dance of Brazilian origin, popularised in Western Europe and the US.	samba has its roots in African and Brazilian culture.
	salsa	a lively dance which blends many different elements. Salsa originated in Cuba and Puerto Rico in the 1920s.	cuban musicians brought Salsa to New York, where it was cultivated into its own style within the Latino community.
	disco	originated in the 1960's nightclub scene in the United States.	disco dancing doesn't require a partner and can be performed as a solo.
	bhangra	a fusion of indian and western music featuring complex rhythms, different time signatures and short songs.	bhangra has its origins in the folk dance of the Punjab region.
	hip-Hop	a range of street styles combining a variety of freestyle movements including popping, locking and breaking.	hip hop embraces many artistic elements and is intended for seeing, celebrating and confronting issues faced by people and the world.

Dance Music | | Topic Dictionary

Topic	Word	Definition	In a sentence:
	midi	musical Instrument Digital Interface.	midi allows electronic musical instruments and computers to communicate with each other.
	automation	having a DAW automatically perform tasks.	automation is the process by which a machine operates automatically.
	riff	a short, repeated motif.	the riff of this song is very catchy.
	bass clef	the sign which shows all notes to be played in the lower register.	the cello mainly plays in the Bass clef.
	loop	a repeated section.	we can use loops to underpin our composition on Bandlab.
	sampling	an imported sound effect or theme.	you can sample classical music to layer into your music.
	four on the floor	a steady, accented pattern in 4/4 time where the bass drum is hit on every beat.	four on the Floor is used to describe the beat in Dance music.
	remix	a new version of a piece which has been created by putting together the individual instrumental and vocal parts in a new way.	the remix of that song is better than the original!

Music | Variations | Assessing Progress

Developing my skills in Music

	<ul style="list-style-type: none"> <input type="checkbox"/> I can play Riff 1 and 2 with expressions. <input type="checkbox"/> I can compose my own riff and label the notes I have used. <input type="checkbox"/> I can play my own composition into BandLab using the MIDI keyboard. <input type="checkbox"/> I am always on task, attempting the stretch activities.
	<ul style="list-style-type: none"> <input type="checkbox"/> I can play Riff 1 and 2 confidently and fluently. <input type="checkbox"/> I can compose my own riff AND label all the notes of the Bass Clef. <input type="checkbox"/> I can play my own riff into BandLab using the MIDI keyboard. <input type="checkbox"/> I am always on task.
	<ul style="list-style-type: none"> <input type="checkbox"/> I can play Riff 1 confidently and fluently. <input type="checkbox"/> I can label all the notes of the Bass Clef. <input type="checkbox"/> I can record my own riff onto BandLab using the MIDI keyboard. <input type="checkbox"/> I am almost always on task.
	<ul style="list-style-type: none"> <input type="checkbox"/> I can play Riff 1 slowly and smoothly. <input type="checkbox"/> I can label some of the notes of the Bass Clef. <input type="checkbox"/> I can record a riff using the MIDI keyboard. <input type="checkbox"/> I am on task most of the time.

This is where you and your teacher can agree on a personalised target. This could include:

- Performing a solo in front of the class
- Composing an extended piece using music software
- Presenting some research on variation form to the class

As a year 8 musician I know how to:

Aim	Date
Play Riff 1 or 2 in time with my partner/group.	
Compose my own riff using notation.	
Label all the notes of the Bass Clef.	
Use the MIDI keyboard to record my composition into BandLab	
Listen to teacher feedback to improve my creative ideas.	