









French | My city | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	une bibliothèque	A library	Dans mon collège, il y a une bibliothèque .
	un centre commercial	A Shopping centre	Dans ma ville il y a un centre commercial moderne.
	un cinéma	A cinema	Le cinéma est en face de la piscine.
	un hôpital	A hospital	Dans ma ville il n'y a pas d' hôpital .
	Un stade	A stadium	J'aime visiter le stade avec mon copain.
	une librairie	A book shop	Il n'y a pas de librairie dans ma ville.
	une boulangerie	A bakery	Dans ma ville il y a une petite boulangerie .
	un parc	A park	Il y a un parc fantastique.
	un magasin	A shop	Il y a un petit magasin .
	un supermarché	A supermarket	Où-est le supermarché, s'il vous plaît??
	une gare	A train station	Où-est la gare, s'il vous plaît?

French | My city | KO

Check for knowledge:

- I can say where I live (Step 1)
- I can describe my city (Step 1+2)
- I can give opinions on my local area (Step 2 + 3)
- I can use more complex phrases in my writing. (Step 4)

Step 1: Saying where you live

J'habite à Londres	I live in London
J'habite en Angleterre	I live in England
On habite	We live
Une ville	A town/city
Une maison	A house
Un appartement	A flat/apartment
Avec ma famille	With my family

Step 2: Describing your city

Dans ma ville il y a	In my city there is		
Dans ma ville il n'y a pas de	In my city there isn't		
Ma ville est... / n'est pas...	My city is/isn't		
Dans ma ville on peut...	In my city you can		
Un parc	A park	Faire du shopping	To go shopping
Un supermarché	A supermarket	Faire du sport	To do sport
Un cinéma	A cinema	Manger au restaurant	To eat in a restaurant
Un hôpital	A hospital	Regarder un film	To watch a film
Un centre commercial	A shopping centre	Prendre des photos	To take photos

Step 3: Giving opinions

Je pense que	I think that		
Je dirais que	I would say that		
À mon avis	In my opinion		
Ma ville est	My city is...		
grand(e)	big	intéressant(e)	interesting
petit(e)	small	barbant(e)	boring
amusant(e)	fun	passionnant(e)	exciting
divertissant(e)	entertaining	fantastique	fantastic
affreux(se)	awful	terrible	terrible
historique	historic	propre	clean
sale	dirty	moderne	modern

Step 4: Elevate your sentences with connectives

aussi	Also
en plus	In addition
mais	but
et	and
ou	Or
où	Where
cependant	However
Par contre	on the other hand

French | My city | Skills Guide

Have you used...

1. a verb?	2. a noun?	3. a connective?	4. a complex phrase?	5. a noun?
<p>Dans ma ville il y a (In my town/city there is)</p> <p>Dans mon quartier il y a (In my neighbourhood)</p> <p>Dans ma banlieue il y a (In my suburb there is)</p>	<p>un cinéma (a cinema) centre)</p> <p>une piscine (a pool)</p> <p>un hôpital (a hospital)</p> <p>une boulangerie (a bakery)</p> <p>une église (a church)</p> <p>un hôtel de ville (a town hall)</p> <p>des magasins (some shops)</p> <p>un centre commercial (a shopping centre)</p>		<p>il n'y a pas de (there is not)</p> <p>si c'était possible, je préférerais avoir (if it were possible, I would prefer to have)</p> <p>je voudrais avoir (I would like to have)</p>	<p>un cinéma (a cinema)</p> <p>un centre commercial (a shopping centre)</p> <p>une piscine (a pool)</p> <p>un hôpital (a hospital)</p> <p>une boulangerie (a bakery)</p> <p>une église (a church)</p> <p>un hôtel de ville (a town hall)</p> <p>des magasins (some shops)</p>
<p>Dans ma ville on peut (In my town you can)</p> <p>Dans mon quartier on peut (In my neighbourhood you can)</p> <p>Dans ma banlieue on peut (In my suburb you can)</p>	<p>faire du shopping (do shopping)</p> <p>faire du sport (do sport)</p> <p>aller au cinéma (go to the cinema)</p> <p>visiter le musée (visit the museum)</p> <p>faire de la randonnée (go hiking)</p> <p>sortir avec des amis (go out with friends)</p> <p>Example: Dans ma ville il y a un cinéma mais on ne peut pas faire de la randonnée. (In my city there is a cinema but you cannot go hiking)/</p>	<p>mais (but)</p> <p>et (and)</p> <p>cependant (however)</p> <p>par contre (on the other hand)</p>	<p>on ne peut pas (you cannot)</p> <p>si c'était possible, je préférerais (if it were possible, I would prefer)</p> <p>je voudrais (I would like)</p>	<p>faire du shopping (do shopping)</p> <p>faire du sport (do sport)</p> <p>aller au cinéma (go to the cinema)</p> <p>visiter le musée (visit the museum)</p> <p>faire de la randonnée (go hiking)</p> <p>sortir avec des amis (go out with friends)</p>

French | My city | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- Can you describe **where** you live?
- Who** do you live with?
- Can you describe your **house**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your local area**? Have you included a range of **nouns**?
- Can you include where you **would like** to live? Have you used any **complex structures**?

Simple answer:

Bonjour, je m'appelle Erica et j'habite dans une petite maison avec mes parents dans une ville qui s'appelle Londres. J'aime ma ville parce que c'est très intéressant. Dans ma ville il y a un cinéma et un centre commercial. Cependant, il n'y a pas de parc.

Extended answer:

Bonjour, je m'appelle Erica et j'ai dix ans. J'habite avec ma famille dans un appartement dans le centre-ville. Dans ma ville il y a beaucoup à faire. On peut visiter le parc où il y a des magasins assez intéressants. J'aime ma ville mais c'est un peu sale. Donc, je voudrais habiter à la campagne parce que c'est plus relaxant.












Connectives
used to link ideas

Variety of
adjectives

Intensifiers
used to add detail

Fancy phrase used to upgrade answer.

French | Holidays | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	un musée (m)	museum	Moi, j'adore visiter le musée de Louvre car c'est très divertissant.
	un office de tourisme (m)	tourist office	On peut trouver des informations à l' office de tourisme
	au bord de la mer	By the seaside	Tous les étés, je vais en vacances au bord de la mer
	un forêt (m)	forest	Pendant les vacances, je fais une promenade en forêt
	une île (f)	island	L'année prochaine, je vais voyager aux îles grecques.
	un terrain de sport (m)	sports field	Dans mon collège, il y a un terrain de sport
	une campagne (f)	countryside	Je préfère plutôt les vacances à la campagne .
	un camping (m)	campsite	Les vacances en camping sont formidables
	un hôtel (m)	hotel	Mon hôtel est très moderne et aussi assez confortable.
	un village (m)	village	J'ai visité un village historique avec ma famille.
	les grandes vacances	summer holidays	Pendant les grandes vacances , on voyage aux Etats -Unis

French | Holidays | Sentence Builder 1

Add a time marker and a verb	destination	Who with?	Reason	Add a Past tense	And a reason			
<p>Normalement (Normally)</p> <p>D'habitude (Usually)</p> <p>Tous les ans (Every year)</p> <p>En été (In summer)</p> <p>En août (In August)</p> <p>Au printemps (In spring)</p> <p>En hiver (In winter)</p> <p>En automne (In autumn)</p> <p>Pendant les vacances scolaires (During the school holidays)</p>	<p>je vais (I go)</p> <p>mon ami(e) va (he/she goes)</p>	<p>à Paris (to Paris)</p> <p>à Madrid</p> <p>à Rome</p> <p>à Lisbonne</p> <p>à New York</p>	<p>en France (in France)</p> <p>en Espagne (in Spain)</p> <p>en Italie (in Italy)</p> <p>au Portugal (in Portugal)</p> <p>aux Etats-Unis (in the USA)</p>	<p>avec mes / ses parents. (with my / his-her parents)</p> <p>avec mes / ses grands-parents. (with my / his-her grandparents)</p> <p>avec mes / ses amis. (with my / his-her friends)</p> <p>avec ma / sa famille. (with my / his-her family)</p> <p>avec mon / son école (with my / his-her school)</p>	<p>mais (but)</p> <p>l'année dernière (last year)</p>	<p>je suis allée (I went)</p> <p>il est allé (he went)</p> <p>elle est allée (she went)</p>	<p>à Paris</p> <p>à Madrid</p> <p>à Rome</p> <p>à Lisbonne</p> <p>à New York</p>	<p>en France.</p> <p>en Espagne.</p> <p>en Italie.</p> <p>au Portugal.</p> <p>aux Etats-Unis.</p>
	<p>je voyage (I travel)</p> <p>il/elle voyage (he/she travels)</p>	<p>en train (by train)</p> <p>en bateau (by boat)</p> <p>en avion (by plane)</p> <p>en voiture (by car)</p> <p>en car (by coach)</p> <p>à vélo (on a bike)</p>	<p>parce que c'est... (because it is)</p> <p>(très / vraiment / assez / plutôt) (very / really / quite / rather)</p> <p>rapide (fast)</p> <p>bon marché (cheap)</p> <p>confortable (comfortable)</p> <p>génial (great)</p> <p>pratique (practical)</p> <p>un long trajet (it's a very long journey)</p> <p>moins cher que l'avion (it's less expensive than the plane)</p> <p>plus confortable que le car (it's more comfortable than the coach)</p>	<p>j'ai voyagé (I travelled)</p> <p>il/elle a voyagé (he/she travelled)</p>	<p>parce que c'était... (because it was)</p> <p>(très / vraiment / assez / plutôt) (very / really / quite / rather)</p> <p>rapide (fast)</p> <p>bon marché (cheap)</p> <p>confortable (comfortable)</p> <p>génial (great)</p> <p>pratique (practical)</p> <p>un long trajet (it's a very long journey)</p> <p>moins cher que l'avion (it's less expensive than the plane)</p> <p>plus confortable que le car (it's more comfortable than the coach)</p>			
<p>A Paris (In Paris)</p> <p>A Madrid</p> <p>A Rome</p> <p>A Lisbonne</p> <p>A New York</p>	<p>on peut (we can)</p> <p>on ne peut pas (we cannot)</p>	<ul style="list-style-type: none"> • visiter le centre-ville (visit the town-centre) • faire de la natation / des achats / du ski nautique / de la voile / de la planche à voile / des promenades (go swimming / shopping / water skiing / sailing / windsurfing / for walks) • utiliser la piscine en plein air (use the outdoor swimming pool) • nager (swim) • se détendre (relax) • bronzer sur la plage (sunbathe) • lire le journal / un roman d'aventure (read the newspaper / an adventure novel) • y aller (go there) 		<p>on pouvait (we could)</p> <p>on ne pouvait pas (we couldn't)</p>	<ul style="list-style-type: none"> • visiter le centre-ville (visit the town-centre) • faire de la natation / des achats / du ski nautique / de la voile / de la planche à voile / des promenades (go swimming / shopping / water skiing / sailing / windsurfing / for walks) • utiliser la piscine en plein air (use the outdoor swimming pool) • nager (swim) • se détendre (relax) • bronzer sur la plage (sunbathe) • lire le journal / un roman d'aventure (read the newspaper / an adventure novel) 			

French | Holidays | Sentence Builder 2

<p>En vacances, quand (On holiday, when)</p>	<p>il fait chaud (it is hot) il fait frais (it is cool) il fait froid (it is cold) il fait beau / mauvais (the weather is nice/bad) il y a du soleil (it is sunny) il y a du vent (it is windy) il y a du brouillard (it is foggy) il y a des nuages (there are clouds)</p>	<p>je nage dans la mer (I swim in the sea) je bronze (I sunbathe) je fais des randonnées (I go hiking) je fais du camping (I go camping) je fais les magasins (I go shopping)</p>	<p>tous les jours. (every day) chaque jour. (every day) tous les matins. (every morning) tous les après-midis. (every afternoon) tous les soirs. (every evening) de temps en temps. (from time to time) une fois par semaine. (once a week) deux fois par jour. (twice a day)</p>	<p>Je m'amuse bien! (I have a good time!) Je passe des moments merveilleux! (I have a wonderful time!) Je m'éclate! (I have a blast!) C'est incroyable! (It is incredible!) Je ne m'amuse bien pas bien! (I have a bad time!) Ça ne me plaît pas du tout! (I have an awful time!) C'est horrible! (It is dreadful!) C'est une vraie catastrophe! (It is a disaster!)</p>
<p>L'année prochaine, s' (Next year, if)</p>	<p>il y a de l'orage (there are storms) il pleut (it rains) il neige (it snows)</p>	<p>je ferai de la planche à voile (I will go windsurfing) je ferai une excursion en car (I will go on a coach trip) je ferai du ski nautique (I will go water skiing) je visiterai de nombreux monuments historiques (I will visit lots of historic monuments) je prendrai beaucoup de photos (I will take lots of pictures)</p>		<p>Je m'amuserai bien! (I will have a good time!) Je passerai des moments merveilleux! (I will have a wonderful time!) Ça sera incroyable! (It will be incredible!) Ça sera horrible! (It will be dreadful!) Ça sera une vraie catastrophe! (It will be a disaster!)</p>

French | Non negotiables | Writing mat

Key verbs

Je m'appelle = My name is
 Il / Elle s'appelle = His / Her name is
 Ils / Elles s'appellent = Their names are

J'ai = I have
 Il / Elle a = He / She has
 have
 Ils / Elles ont = They have
 have

Je suis = I am
 Il / Elle est = He / She is
 Ils / Elles sont = They are

Je voudrais = I would like
 Il / Elle voudrait = He / She would like
 would not like

Je n'ai pas = I don't have
 Il / Elle n'a pas = He / She doesn't
 have

Ils / Elles n'ont pas = They don't
 have

Je ne suis pas = I am not
 Il / Elle n'est pas = He / She is not
 Ils / Elles ne sont pas = They are not

e ne voudrais pas = I would not like
 Il / Elle ne voudrait pas = He / She
 would not like

J'habite = I live
 Il / Elle habite = He / She lives
 doesn't live
 Ils / Elles habitent = They live
 don't live

Je porte = I wear
 Il / Elle porte = He / She wears
 doesn't wear
 Ils / Elles portent = They wear
 don't wear

c'est = it is
 il y a = there is / are
 aren't

Je n'habite pas = I don't live
 Il / Elle n'habite pas = He / She
 doesn't live

Ils / Elles n'habitent pas = They
 don't live

Je ne porte pas = I don't wear
 Il / Elle ne porte pas = He / She
 doesn't wear

Ils / Elles ne portent pas = They
 don't wear

ce n'est pas = it is not
 il n'y a pas de = there isn't /
 aren't

Linking words / Connectives

et = and
 mais = but
 parce que = because

puisque = because
 car = because
 cependant = however

Quantifiers

très = very
 un peu = a bit
 vraiment = really

plutôt = rather
 assez = quite

Opinion phrases

Je pense que = I think that
 opinion
 Il / Elle pense que = He / She thinks that
 Ils / Elles pensent que = They think that
 Je dirais que = I would say that

A mon avis = in my
 opinion
 Selon moi = in my opinion
 D'après moi = in my opinion

Verbs of likes & dislikes

J'aime = I like
 J'adore = I love
 Je préfère = I prefer

Je n'aime pas = I don't like
 Je déteste = I hate

French | Writing | Skills Guide

Say where you normally go.

- Time phrase / frequency adverb
- Destination /Who you go with
- Transport
- Your opinion

Say what you can do there.

- Activities (think about the destination, i.e., you can't go to the beach in Paris)
- Your opinion
- Present tense

Say what you could do there.

- Activities (think about the destination)
- Your opinion

What your plans are for a future holiday.

- Time phrase / frequency adverb
- Destination
- Who you are going there with
- Transport
- Your opinion
- Activities (think about the destination)

Mention your friend's holiday.

- Any tense

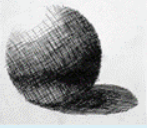



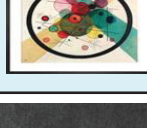
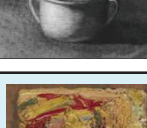


CHALLENGE -Model Answer:

Tous les ans je vais en vacances **avec mes frères à Madrid en Espagne** mais **la semaine dernière**, je suis allée à **Paris en France**. Généralement je voyage **en avion** car c'est assez rapide mais **l'année prochaine**, je vais voyager **en voiture** car ça sera vraiment confortable. je visiterai de nombreux musées historiques. **Mon meilleur ami** va aller **en Afrique!**

Assessment criteria:

- Present tense
- Future tense
- I form / He / she form
- Time phrases
- Linking words
- Complex sentences
- Opinion phrases
- Reasons

Year 7 Art | Drawing | Topic Dictionary

Image	Word	Definition	In a sentence...
	cross-hatching	A drawing technique used to create a value range and add texture to a drawing. The technique involves drawing parallel lines that cross over each other to create a hatched effect.	I could improve my drawing by building up my use of cross hatching to create darker areas.
	depth	The illusion of space/solidity. Using tone in your work allows you to create pictorial depth or space .	I have observed depth of tone using my lead pencil, to show the mid and dark tones in my recording of Morandi's still life.
	flat	Having a level surface; without raised areas or indentations.	In Hockney's 'Bigger Splash' the painting is flat and graphic in its painting style.
	line	A line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can be horizontal, diagonal or curved and can also change length.	I have used a soft use of line in my observation of my stationary.
	shape	An area enclosed by a line. It could be just an outline, or it could be shaded in. Shapes can be geometric or irregular.	In Morandi drawing I have recorded a good use of varied shape and line.
	symmetry	To be equal on both sides.	I have observed a good use of symmetry in my drawing of the vase with even tone.
	texture	The surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual and visual.	In my drawing I needed to show more tone and texture to make my objects appear more realistic.
	tone	Tone refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows .	In my drawing of Morandi's still life I need to show a better understanding of tonal range .

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.....

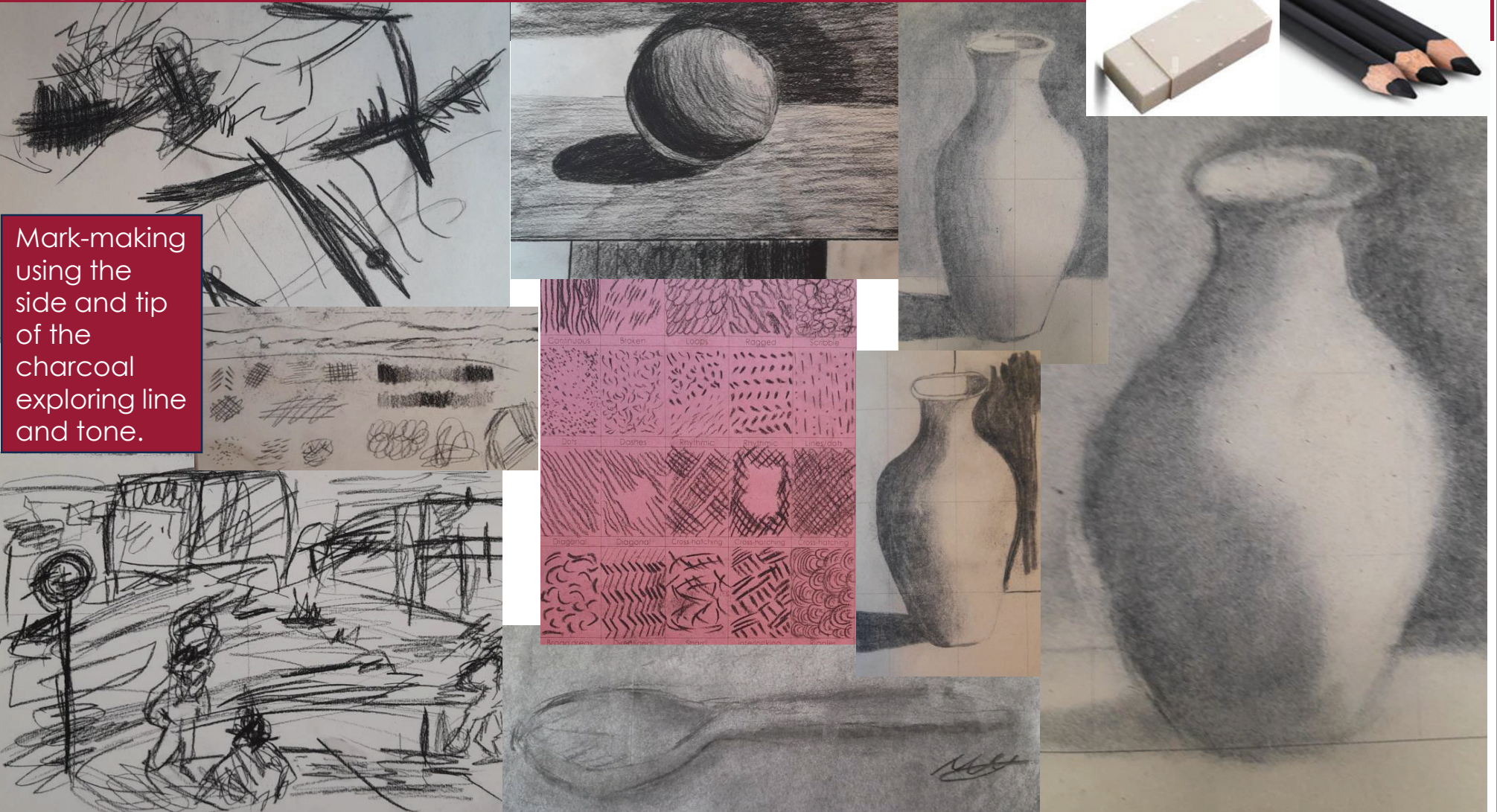
The image reminds me of.....because of the.....

In comparisonhas used paint

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

Skills Guide: A03 Recording Observations: Exemplars

Building on your Artist research of Frank Auerbach and his expressive use of line, explore charcoal through observing artists and objects. Developing recording of tonal range using charcoal and creating light areas by knocking back with the rubber and depth of tone through the side/ tip of charcoal and pressure. Observe shape, size, placement, symmetry and composition in your drawing.



AO2: EXPERIMENTS WITH MEDIA(Refine)

Skills Guide

Mix primary colours to create variations of secondary colours.

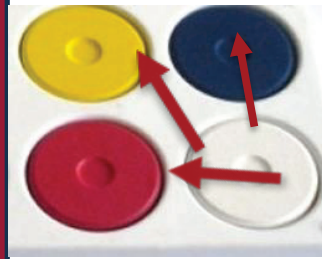
Wind tempera blocks clockwise with brush to create bubbles, this will be the right consistency. Mix primary colours together to create secondary colour in empty spaces in palate.

AO4: Final Outcome

Build on your primary, secondary colour wheel knowledge to create tints, add white to your colour.



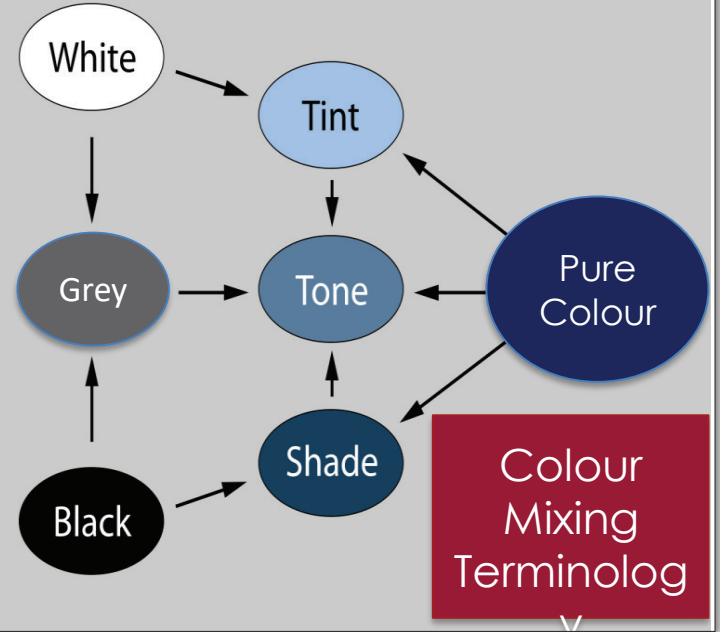
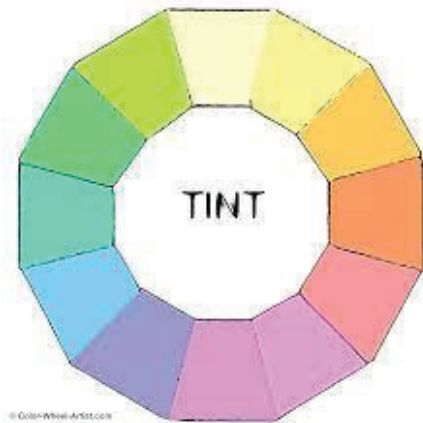
Tempera block paints



Once you are secure in applying paint and have successfully completed the colour wheel, Explore your **AO4** potential building on Willem de Kooning, creating your own design in his style.

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

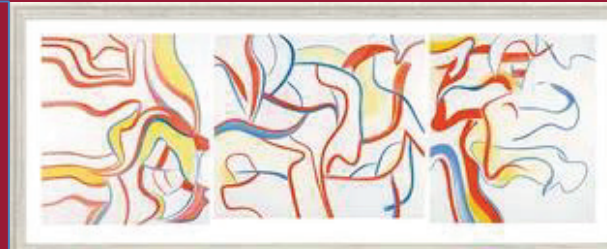
Stretch and Challenge: progress to tones and shades.



Skills Guide: AO1: RESEARCH (ARTISTS & IMAGE)



In response to the famous story of rubbing out in art we are going to celebrate our formal elements, investigating: measuring, layout, size, proportion placement, composition, shape, pattern and colour in this rhythmic piece by Willem de Kooning.



LINE
TOPE
TEXTURE
SHAPE
PATTERN
COLOUR
FORM

Work either with De Kooning's colour scheme or invent your own using the formal elements. Control your colouring pencil neatly.

Stretch and challenge:
explore oil pastel by De Kooning

Spanish | My City | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	Una biblioteca	A library	En mi insti hay una biblioteca .
	un centro commercial	a shopping centre	En mi pueblo, hay un centro commercial grande .
	Un cine	A cinema	Un cine está en mi ciudad.
	Un hospital	a hospital	En mi ciudad hay un hospital .
	Un estadio	A stadium	Me gusta visitar un estadio con mi amigo
	Una librería	A book shop	No hay una librería en mi pueblo.
	Una panadería	A bakery	En mi ciudad hay una panadería excelente.
	Un parque	A park	Hay un parque fantástico.
	Una tienda	A shop	Hay una tienda pequeña.
	un supermercado	A supermarket	¿Dónde está un supermercado, por favor?
	una estación de tren	A train station	¿Dónde está la estación de tren , por favor?

Spanish | My city | KO

Check for knowledge:

- I can say where I live (Step 1)
- I can describe my city (Step 1+2)
- I can give opinions on my local area (Step 2 + 3)
- I can use more complex phrases in my writing. (Step 4)

Step 1: Saying where you live

Vivo en	<i>I live in</i>
Vivimos en	<i>We live in</i>
Un pueblo	<i>A town</i>
Una ciudad	<i>A city</i>
Una casa	<i>A house</i>
Un piso	<i>An apartment</i>
Con mi familia	<i>With my family</i>

Step 2: Describing your city

En mi ciudad hay	In my city there is
En mi ciudad no hay	In my city there isn't
Mi ciudad es/no es	My city is/isn't
En mi ciudad se puede	In my city you can
Un parque A park	Ir de compras Go shopping
Un supermercado A supermarket	Hacer deporte Do sport
Un cine A cinema	Comer en restaurantes Eat in restaurants
Un hospital A hospital	Ver películas Watch films
Un centro comercial A shopping centre	Sacar fotos Take photos

Step 3: Giving opinions

Pienso que	<i>I think that</i>
Diría que	<i>I would say that</i>
En mi opinión	<i>In my opinion</i>
(No) Es	<i>It is / It isn't</i>
Grande <i>big</i>	Interesante <i>interesting</i>
pequeño <i>Small</i>	Aburrido <i>Boring</i>
Divertido <i>Fun</i>	Emocionante <i>Exciting</i>
Entretenido <i>Entertaining</i>	Fantástico <i>Fantastic</i>
Fatal <i>Awful</i>	Sucio -a <i>Dirty</i>
Histórico -a <i>historic</i>	Limpio -a <i>Clean</i>
Moderno -a <i>modern</i>	Viejo -a <i>Old</i>

Step 4: Elevate your sentences with connectives

También	<i>Also</i>
Además	<i>In addition</i>
Sin embargo	<i>However</i>
Pero	<i>but</i>
Y	<i>and</i>
O	<i>or</i>

Spanish | My city | Skills Guide

Have you used...

1. a verb?	2.)a noun?	3. a connective?	4. a complex phrase?	5. a noun?
<p>En mi pueblo/ciudad hay (In my town/city there is)</p> <p>En mi barrio hay (In my neighbourhood there is)</p>	<p>Un cine (a cinema) un centro comercial (a shopping centre) una piscina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)</p>	<p>pero (but)</p>	<p>No hay (there is not)</p> <p>si fuera posible, preferiría tener (if it were possible, I would prefer to have)</p> <p>Me gustaría tener (I would like to have)</p>	<p>Un cine (a cinema) un centro comercial (a shopping centre) una piscina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)</p>
<p>En mi pueblo se puede (In my town you can)</p> <p>En mi barrio hay (In my neighbourhood you can)</p>	<p>Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the museum) Hacer senderismo (go hiking) Salir con amigos (go out with friends)</p> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p>Example: En mi ciudad hay un cine pero no se puede hacer senderismo.</p> <p>(In my city there is a cinema but you cannot go hiking)/</p> </div>	<p>Y (and)</p> <p>Sin embargo (however)</p>	<p>No se puede (you cannot)</p> <p>si fuera posible, preferiría (if it were possible, I would prefer)</p> <p>Me gustaría (I would like)</p>	<p>Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the museum) Hacer senderismo (go hiking) Salir con amigos (go out with friends)</p>

Spanish | My city | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- Can you describe **where** you live?
- Who** do you live with?
- Can you describe your **house**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your local area**? Have you included a range of **nouns**?
- Can you include where you **would like** to live? Have you used any **complex structures**?

Simple answer:

Hola, me llamo Érica y vivo en una casa grande con mis padres en una ciudad que se llama Londres. Me gusta mucho mi ciudad porque es muy interesante. En mi ciudad hay un cine y un centro commercial. Sin embargo, no hay parque.

Extended answer:

Hola, me llamo Érica y tengo diez años. Vivo con mi familia en un piso en el centro de la ciudad. En mi ciudad, hay mucho que hacer. Se puede visitar el parque o hay unas tiendas bastante interesantes. Me gusta mi barrio pero es un poco sucio. Por lo tanto, me gustaría vivir en el campo porque es muy relajante.












Connectives
used to link
ideas

Variety of
adjectives

Intensifiers
used to add
detail

Fancy phrase used to
upgrade answer.

Spanish | Holidays | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	un museo	museum	Me encanta visitar el museo del Louvre porque es muy entretenido
	una oficina de turismo	tourist office	La información se puede encontrar en la oficina de turismo
	al lado del mar	By the seaside	Todos los veranos voy de vacaciones al lado del mar .
	un bosque	forest	Durante las vacaciones doy un paseo por el bosque .
	una isla	island	El año que viene voy a viajar a las islas griegas.
	un campo deportivo	sports field	En mi colegio hay un campo deportivo .
	El campo	countryside	Prefiero las vacaciones en el campo .
	un camping	campsite	Las vacaciones en camping son geniales
	un hotel	hotel	Mi hotel es muy moderno y también bastante cómodo.
	un pueblo	village	Visité un pueblo histórico con mi familia.
	las vacaciones de verano	summer holidays	Durante las vacaciones de verano viajamos a Estados Unidos.

Spanish | Holidays | Sentence Builder 1

Add a time marker and a verb	destination	Who with?	Reason	Add a Past tense	And a reason	
<p>Normalmente (Normally)</p> <p>Generalmente (Usually)</p> <p>Todos los años (Every year)</p> <p>En verano (In summer)</p> <p>En Agosto (In August)</p> <p>En primavera (In spring)</p> <p>En invierno (In winter)</p> <p>En otoño (In autumn)</p> <p>Durante las vacaciones escolares (During the school holidays)</p>	<p>voy (I go)</p> <p>mi amigo (a) va (he/she goes)</p>	<p>a París (to Paris)</p> <p>a Madrid</p> <p>a Roma</p> <p>a Lisboa</p> <p>a Nueva York</p>	<p>en Francia (in France)</p> <p>en España (in Spain)</p> <p>en Italia (in Italy)</p> <p>en Portugal (in Portugal)</p> <p>en los Estados Unidos (in the USA)</p>	<p>con mis / sus padres. (with my / his-her parents)</p> <p>con mis / sus abuelos. (with my / his-her grandparents)</p> <p>con mis / sus amigos. (with my / his-her friends)</p> <p>con mi / su familia. (with my / his-her family)</p> <p>con mi / su colegio (with my / his-her school)</p>	<p>fui (I went)</p> <p>fue (he / she went)</p>	<p>a París (to Paris)</p> <p>a Madrid</p> <p>a Roma</p> <p>a Lisboa</p> <p>a Nueva York</p> <p>en Francia (in France)</p> <p>en España (in Spain)</p> <p>en Italia (in Italy)</p> <p>en Portugal (in Portugal)</p> <p>en los Estados Unidos (in the USA)</p>
	<p>viajo (I travel)</p> <p>viaja (he/she travels)</p>	<p>en tren (by train)</p> <p>en barco (by boat)</p> <p>en avión (by plane)</p> <p>en coche (by car)</p> <p>en autocar (by coach)</p> <p>en bicicleta (on a bike)</p> <p>en moto (on a motorbike)</p>	<p>porque es... (because it is)</p> <p>(muy / muy / bastante / bastante) (very / really / quite / rather)</p> <p>rápido (fast)</p> <p>barato (cheap)</p> <p>cómodo (comfortable)</p> <p>genial (great)</p> <p>práctico (practical)</p> <p>un viaje muy largo (a very long journey)</p> <p>menos caro que el avión (less expensive than the plane)</p> <p>más cómodo que el autocar (it's more comfortable than the coach)</p>	<p>viajé (I travelled)</p> <p>viajó (he/she travelled)</p>	<p>porque fue... (because it was)</p> <p>(muy / muy / bastante / bastante) (very / really / quite / rather)</p> <p>rápido (fast)</p> <p>barato (cheap)</p> <p>cómodo (comfortable)</p> <p>genial (great)</p> <p>práctico (practical)</p> <p>un viaje muy largo (a very long journey)</p> <p>menos caro que el avión (less expensive than the plane)</p>	
<p>En París (In Paris)</p> <p>En Madrid</p> <p>En Roma</p> <p>En Lisboa</p> <p>En Nueva York</p>	<p>se puede (we can)</p> <p>no se puede (we cannot)</p>	<ul style="list-style-type: none"> visitar el centro de la ciudad (visit the town-centre) ir de compras (go shopping) hacer natación / esquí acuático / vela / windsurf (go swimming / water skiing / sailing / windsurfing) pasearse (go for a walk) usar la piscina al aire libre (use the outdoor swimming pool) relajarse (relax) tomar el sol en la playa (sunbathe) leer el periódico / una novela de aventuras (read the newspaper / an adventure novel) 	<p>pero (but)</p> <p>el año pasado (last year)</p>	<p>se podía (we could)</p> <p>no se podía (we couldn't)</p>	<p>visitar el centro de la ciudad (visit the town-centre)</p> <p>ir de compras (go shopping)</p> <p>hacer natación / esquí acuático / vela / windsurf (go swimming / water skiing / sailing / windsurfing)</p> <p>pasearse (go for a walk)</p> <p>usar la piscina al aire libre (use the outdoor swimming pool)</p> <p>relajarse (relax)</p> <p>tomar el sol en la playa (sunbathe)</p>	

Spanish | Holidays | Sentence Builder 2

<p>Durante las vacaciones, cuando (On holiday, when)</p>	<p>hace calor (it is hot) hace fresco (it is cool) hace frío (it is cold) hace buen / mal tiempo (the weather is nice/bad) hace sol (it is sunny) hace viento (it is windy) está nublado (it is foggy) hay nubes (there are clouds)</p>	<p>nado en el mar (I swim in the sea) tomo el sol (I sunbathe) voy de paseo (I go hiking) hago piragüismo (I go kayaking) voy de campamento (I go camping) voy de compras (I go shopping)</p>	<p>todos los días. (every day) cada día. (every day) cada mañana. (every morning) cada tarde. (every afternoon) cada tarde. (every evening) cuando puedo. (whenever I can)</p>	<p>Lo paso bien! (I have a good time!) Tengo un tiempo maravilloso! (I have a wonderful time!) Lo paso bomba! (I have a blast!) Es increíble! (It is incredible!) Lo paso mal! (I have a bad time!) Lo paso fatal! (I have an awful time!) Es horrible! (It is dreadful!) Es un desastre! (It is a disaster!)</p>
<p>El año próximo, si (Next year, if)</p>	<p>hay tormenta (there are storms) llueve (it rains) nieva (it snows)</p>	<p>iré de escaparates (I will go window shopping) haré windsurf (I will go windsurfing) haré una excursión en autocar (I will go on a coach trip) haré esquí acuático (I will go water skiing) visitaré muchos monumentos históricos (I will visit lots of historic monuments) tomaré muchas fotos (I will take lots of pictures)</p>	<p>a veces. (from time to time) una vez a la semana. (once a week) dos veces al día. (twice a day)</p>	<p>Lo pasaré bien! (I will have a good time!) Tendré un tiempo maravilloso! (I will have a wonderful time!) Lo pasaré bomba! (I will have a blast!) Será increíble! (It will be incredible!) Lo pasaré mal! (I will have a bad time!) Lo pasaré fatal! (I will have an awful time!) Será horrible! (It will be dreadful!) Será un desastre! (It will be a disaster!)</p>
<p>El año pasado, durante las vacaciones, como (Last year, during the holiday, as)</p>	<p>hacía calor (it was hot) hacía fresco (it was cool) hacía frío (it was cold) hacía buen / mal tiempo (the weather was nice/bad) hacía sol (it was sunny) hacía viento (it was windy) estaba nublado (it was foggy) había nubes (there were clouds) había tormenta (there were storms) llovía (it rained) nevaba (it snowed)</p>	<p>todos los días. (every day) cada día. (every day) cada mañana. (every morning) cada tarde. (every afternoon) a veces. (from time to time)</p>	<p>nadé en el mar. (I swam in the sea) tomé el sol. (I sunbathed) fui de paseo. (I went hiking) fui de compras. (I went shopping) fui de escaparates. (I went window shopping) hice windsurf. (I went windsurfing) hice una excursión en autocar. (I went on a coach trip) hice esquí acuático. (I went water skiing) visité muchos monumentos históricos. (I visited lots of historic monuments) tomé muchas fotos. (I took lots of pictures)</p>	<p>Lo pasé bien! (I had a good time!) Tuve un tiempo maravilloso! (I had a wonderful time!) Lo pasé bomba! (I had a blast!) Fue increíble! (It was incredible!) Lo pasé mal! (I had a bad time!) Lo pasé fatal! (I had an awful time!) Fue horrible! (It was dreadful!) Fue un desastre! (It was a disaster!)</p>

Spanish | Non negotiables | Writing mat

Key verbs

Me llamo = My name is
 Se llama = His / Her name is
 Se llaman = Their names are

Tengo = I have
 Tiene = He / She has
 Tienen = They have

Soy = I am
 Es = He / She is
 Son = They are

Me gustaría = I would like
 Le gustaría = He / She would like
 not like
 Les gustaría = They would like
 like

No tengo = I don't have
 No tiene = He / She doesn't have
 No tienen = They don't have

No soy = I am not
 No es = He / She is not
 No son = They are not

No me gustaría = I would not like
 No le gustaría = He / She would
 not like
 No les gustaría = They would not
 like

Vivo = I live
 Vive = He / She lives
 Viven = They live

Llevo = I wear
 Lleva = He / She wears
 wear
 Llevan = They wear

es = it is
 sería = it would be
 hay = there is / are

No vivo = I don't live
 No vive = He / She doesn't live
 No viven = They don't live

No llevo = I don't wear
 No lleva = He / She doesn't
 wear

No llevan = They don't wear

no es = it is not
 no sería = it would not be
 no hay = there isn't / aren't

Linking words / Connectives

y = and
 pero = but
 porque = because
 ya que = because
 dado que = because
 sin embargo = however

Quantifiers

muy = very
 un poco = a bit
 de verdad (will come after the adjective, i.e., es bonita de verdad) = really
 bastante = rather
 bastante = quite

Opinion phrases

Pienso que = I think that
 Piensa que = He / She thinks that
 Piensan que = They think that
 Diría que = I would say that

En mi opinión = in my opinion
 Creo que = in my opinion

Verbs of likes & dislikes

Me gusta = I like
 Me encanta = I love
 Prefiero = I prefer

No me gusta = I don't like
 Odio = I hate
 Detesto = I hate

Spanish | Writing | Skills Guide

Say where you normally go.

- Time phrase / frequency adverb
- Destination /Who you go with
- Transport
- Your opinion

Say what you can do there.

- Activities (think about the destination, i.e., you can't go to the beach in Paris)
- Your opinion
- Present tense

Say what you could do there.

- Activities (think about the destination)
- Your opinion

What your plans are for a future holiday.

- Time phrase / frequency adverb
- Destination
- Who you are going there with
- Transport
- Your opinion
- Activities (think about the destination)

Mention your friend's holiday.

- Any tense

Model Answer:

Cada año voy de vacaciones **con mis hermanos a Madrid en España**, pero la **semana pasada** fui **a París en Francia**.

Normalmente viajo **en avión** porque es bastante rápido, pero **el próximo año** voy a viajar **en coche** porque será realmente cómodo. **Visitaré muchos museos históricos. ¡Mi mejor amigo** va a ir a **África!**

Assessment criteria:

- Present tense
- Future tense
- I form / He / she form
- Time phrases
- Linking words
- Complex sentences
- Opinion phrases
- Reasons

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

Drama: Term 3 – 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)

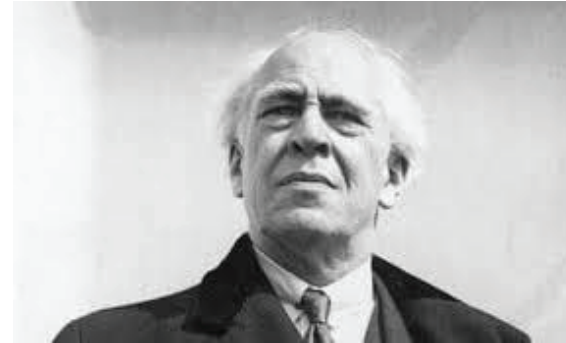
1=No understanding (few strengths and many areas for development, inconsistent)

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.		

Stanislavski

- The Russian Practitioner Stanislavski created a method of acting to help create more realistic performances.



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

Week	What will I learn?
1	The Magic If
2	The given circumstance
3	Subtext
4	Objective/Super Objective
5	Applying techniques
6	Performance

Half term 1 Key Words: Stanislavski (script)

Verisimilitude	True to life
Subtext	The meaning beneath the text
Through-Line	The connection between all a character's objectives and what drives a character towards the super-objective
Given Circumstances	The circumstances in a text at any given moment. Given circumstances can change from moment to moment
Super-Objective	A character's main goal in a play

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 Stanislavski'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 Stanislavski'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 Stanislavski'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 of Stanislavski'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 of Stanislavski'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 of Stanislavski'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 of Stanislavski'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 of Stanislavski'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 of Stanislavski'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 Stanislavski'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 Stanislavski'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 Stanislavski'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.

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.

Week	Stimulus
1	The photo
2	The bear
3	The blanket
4	The song
5	Rehearsal
6	Performance

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

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.

Musical for Film: | | Knowledge Organiser

Here is a guide to all you need to know about film music when listening to, performing and composing music for screen

What is the purpose of film music? What is the purpose of film Music?

Film Music helps to tell the story, set the scene, including time and place, create mood, predict events and tell us about the characters, including their thoughts, intentions or actions. It can also tell us about their feelings about each other (eg romantic, angry, sad etc).

The first movie with both music and talking was *The Jazz Singer*, starring Al Johnson released in 1927. It was a mixture of music and fragments of speech

Since then, music has become really important in movies.

Composers are the people who make the music for movies. They use music to set the mood, match the action, and create famous songs for characters. Composers work with the movie director to plan the music for the film. After the movie is filmed, the composer writes different pieces of music for each scene. These pieces of music are then recorded and added to the movie.

Some film composers:



John Williams Quincy Jones Rachel Portman Hans Zimmer

Genres in film:

Action, adventure, romance, comedy, thriller, sci-fi, western, animation, family, fantasy

Creating horror music

To create scary moods film composers often play with clashing sounds, dynamics, timbre and silence.

Take a listen to the opening of *Jaws* by

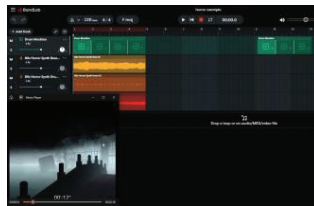
John Williams, played very low on the strings.

The dynamics are pianissimo but then there is a crescendo as the shark approaches...



Term	Symbol	Value
semibreve		4 beats
minim		2 beats
crotchet		1 beat
quaver		1/2 beat
pair of quavers		1/2 + 1/2 = 1
semiquaver		1/4 beat
joined semiquavers		1/4 + 1/4 + 1/4 + 1/4 = 1

1



2

Performing task:

You are going to perform a theme from TWO well-known films. Can you recognize them?

NOTE: A dot after a note adds half its value again!

Composing task: You will compose a film score using Bandlab.

- Step 1: Watch the movie (no sound)
- Step 2: Think about the GENRE.MOOD. Experiment with DRONE, OSTINATO, DISSONANCE, TIMBRE and CHROMATICS as well as silence
- Step 3: Which sound goes where? Create a brief story board to describe how the music and picture will go together. Timing is very important
- Step 4: Get ready to record:

Term	Symbol	Definition
Fortississimo	<i>fff</i>	very, very loud
Fortissimo	<i>ff</i>	very loud
Forte	<i>f</i>	loud
Mezzo forte	<i>mf</i>	a little loud
Mezzo piano	<i>mp</i>	a little soft
Piano	<i>p</i>	soft
Pianissimo	<i>pp</i>	very soft
Pianississimo	<i>ppp</i>	very, very soft
Crescendo		gradually getting louder
Decrescendo		gradually getting softer
Sforzando	<i>sfz</i>	suddenly, with a sudden emphasis

Timeline	Description	Musical features
0.00	Opening scene night-time- we see a haunted house	Low drone on D- Low strings playing pianissimo (very quiet)
0.04	We approach the house	Chromatic notes D-Eb-E-F ostinato on organ
0.10	The door opens. The moon is out	Crescendo. Tone cluster in low strings and piano. Low timpani plays slow quavers

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 theme from a film music in front of your teacher and peers from memory or using notation**. At St Mark's we learn that everyone can **perform** something well if they **practise**. It doesn't matter if we make mistakes either- trying is important

- 1) You **will perform** a simple theme from Pirates of the Caribbean
- 2) You will go onto explore the use of sharps and flats in Hedwig's theme from Harry Potter. You will also have a go at playing with two hands
- 3) As always you will develop your **rehearsing** and **performing skills**, learning to work in pairs to stay **focused**, using **self-discipline**. Remember that you will be assessed on **effort** and **engagement** as well as **performing** skills!



Composing and improvising

Composing means **creating** music from scratch. In this unit you will demonstrate your creative skills by composing music inspired a short film of a haunted house using a range of techniques

- 1) You will **compose a series of short musical extracts using a range of film music techniques**
- 2) You will learn to combine and edit sounds using music technology (Bandlab)
- 3) You will demonstrate effective use of
 - Ostinato,
 - Drone,
 - Harmony, Tonality, Chromaticism,
 - Clashing notes,
 - Dynamics
 - Instrumentation
- 4) You will edit your music so that it matches the action on the screen



Listening to and identifying music

You will listen to a range of music from different film genres and identify key features including use of instruments and sound effect

- 1) You will listen to music from the following **genres**:
 - Horror
 - Sci-fi
 - Comedy
 - Action/Thriller
 - Romance

You will identify use of specific elements including:

- Melody
- Rhythm
- Tempo
- Silence
- Harmony and Tonality
- Structure
- Dynamics
- Instrumentation/Timbre














Exploring your thinking

You will learn how film composers use music to influence the mood of the audience
Effective film music is so well put together that sometimes the audience hardly notices it!





- 1) You will watch a range of scenes from movies with different music and **think about** how the music alters the mood and opinion of the audience
- 2) You will think about what makes a successful film score
- 3) You will explore the role of film composers and listen to interviews with famous film composers to find out what they do to create their music
- 4) You will step into the role of a film composer in your music lessons and make important decisions about what music to choose for your chosen movie-clip

Music | Musical cycles | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	soundtrack	The collection of music and songs used in a movie	The soundtrack to Jaws is very famous
	main title music	The opening music	The main title music is usually heard in the opening credits
	score	The original music written for a film, often instrumental.	Bernard Hermann's famous score for Psycho is one of the most famous pieces of film music ever written
	cue	A specific piece of music written for a particular moment or scene in a film.	John Williams plays with cues all the time in Jaws to build suspense. Sometimes the shark appears with no cue and makes the audience jump!
	composer	The person who creates the music	John Williams is a famous film composer
	diegetic	Music that is part of the story, like a character listening to a song in the film.	Diegetic music can help tell the story, for example, a nursery rhyme heard playing in a haunted house
	non-diegetic	Music that is not part of the story and is added for effect, like background score.	Hedwig's theme is an example of non-diegetic Music
	foley	Sound effects created in post-production to match the action on screen.	An example of foley is the screeching of tyres, gunshot, a door slamming, ice breaking,
	motif	A short musical idea that represents something specific, like a character or event.	The Jaws theme is the shark motif
	sound design	The process of creating all the sounds heard in a film, including both music and sound effects.	A sound designer is an important part of the film production team
	leitmotif	A specific musical theme that is repeated throughout the film to represent a character, location, or idea.	In Star Wars, Darth Vader has his own leitmotif , which is an ominous march

Music | Musical Cycles | Assessing Progress

Developing my skills in Music

	<ul style="list-style-type: none"> <input type="checkbox"/> I am ALWAYS focused during the task and can explain WHY we are learning each topic <input type="checkbox"/> I can list all the features of film music and describe them using FULL SENTENCES and plenty of KEY WORDS <input type="checkbox"/> I can read ALL notes from notation <input type="checkbox"/> I can play my film piece CONFIDENTLY and IN TIME <input type="checkbox"/> I can sing with CONFIDENCE and EXPRESSION <input type="checkbox"/> I can take a leading/solo role in front of my group
	<ul style="list-style-type: none"> <input type="checkbox"/> I am ALWAYS focused during the task. <input type="checkbox"/> I can list all the features of film music and describe them using FULL SENTENCES I can read ALL notes from notation using the help sheet <input type="checkbox"/> I can play MOST of my film piece with ACCURACY <input type="checkbox"/> I can sing with SOME CONFIDENCE
	<ul style="list-style-type: none"> <input type="checkbox"/> I am almost ALWAYS focused during the task. <input type="checkbox"/> I can list all the features of film music without the help sheet <input type="checkbox"/> I can read MOST notes from notation using the help sheet <input type="checkbox"/> I can play SOME of my film piece with ACCURACY <input type="checkbox"/> I can sing IN TUNE AND IN TIME
	<ul style="list-style-type: none"> <input type="checkbox"/> I am MOSTLY focused during the task. <input type="checkbox"/> I can list all the features of film music using the help sheet <input type="checkbox"/> I can read SOME notes from notation <input type="checkbox"/> I can play my film piece with SOME ACCURACY <input type="checkbox"/> I can sing with SOME ACCURACY

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 film music in class

As a year 7 musician I know how to:

Perform in front of someone as a soloist or in pairs	
Compose a short piece of music on my instrument/voice	
Label notes of the treble clef	
Identify the elements of the music	
Identify the key features of film music	
Rehearse/Explore/ideas as a class/in pairs/in small groups.	