



HOUSTONE
SCHOOL

Year 8 – 100% Book 1 Autumn 2023

NAME	
FORM GROUP	



The Science of Learning

How to do Retrieval Practice

1. Study the material you are trying to learn first. Take about 20 minutes the first time BUT this will get less and less each time as you get to know the material.

You can study the material by;

- Reading it again, over and over
- Look/cover/write/check
- Creating flashcards that you test yourself on

2. Pick up and use a **black pen**.

Put away all the answers and test yourself writing everything you remember in the blank spaces provided. Do not cheat!

3. Now pick up and use a **green pen**.

Check your answers:-

- Tick all of your correct answers
- Amend any incorrect answers (even if they are slightly wrong)
- Fill in any blank spaces with the correct answer copying the answer word for word
- Check all spellings are correct

4. Repeat the process as many times as you need to, pay special attention to your previous green pen answers (as these are the bits you need to learn!)

5. *Tip:- Lay blank pieces of paper over the answers in order to re-use the quiz again and again*

Tip: - Even if you think you know it test yourself a week or so later to check you do.

Tip: - Do not leave it until the last minute – do some every week in the summer holidays (this is called Spaced Practice)

Tip: - Once you think you know it test yourself on everything AGAIN

Retrieval practice feels hard but it is a really effective way to learn and commit knowledge to long term memory!

ENGLISH 1

Knowledge Organiser – Dystopian Fiction

Key term	Definition
1. dystopia	an horrific imaginary world. Derived from the Greek 'dys' (bad) and 'topos' (place)
2. utopia	a perfect imaginary world. Derived from the Greek 'ou'(not) and 'topos' (place)
3. oppression	cruel or unjust treatment or exercise of authority.
4. surveillance	close observation, especially of a suspected spy or criminal
5. inference	a conclusion reached <u>on the basis of</u> evidence and reasoning
6. totalitarianism	a system of government that is centralized and dictatorial and requires complete subservience to the state
7. dictatorship	a society governed by a cruel and tyrannical leader
8. post-apocalyptic	describing or relating to the situation after the destruction of the world, or to an extremely bad situation in which it seems as if the world has been destroyed
9. ideology	a set of political, cultural or moral beliefs promoted by a society
10. indoctrination	brainwashing; being fooled or controlled to think a certain way
11. underdog	a competitor thought to have little chance of winning a fight or contest. A person who has little status in society
12. antagonist	the main villain or enemy in a story
13. foil	a character who acts as a counter or opposition to another character
14. dilemma	a problem or difficult moral choice
15. character arc	the journey or change that a character undergoes over the course of a story
16. perspective	the point of view from which a story is told
17. social commentary	the messages or morals that a writer is trying to teach about society
18. optimism	positivity; hope
19. pessimism	negativity; hopelessness
20. liberty	freedom
21. Exposition	background information about setting, characters and plot
22. Inciting incident	the moment of a story that acts as a catalyst for future events
23. Rising action	the moment in a story where tension or conflict builds
24. Climax	the most dramatic moment of a story
25. Falling action	The moment of a story following the climax which leads us towards the ending
26. Denouement	a conclusive (usually optimistic) ending to a story
27. Catastrophe	a tragic or pessimistic ending to a story
Important figure	Information
28. Thomas More	an English philosopher and author who devised the idea of utopia
29. George Orwell	an English novelist who used his fears about the future of society to write <i>1984</i> , one of the first dystopian novels
30. Suzanne Collins	an American novelist and television writer who devised the young adult dystopian series <i>The Hunger Games</i>
31. Margaret Atwood	a Canadian poet and novelist who wrote the feminist dystopian novel <i>The Handmaid's Tale</i>
32. Gustav Freytag	a German novelist and dramatist who devised Freytag's pyramid, a model of narrative structure

ENGLISH 2

Year 8: Narrative Poetry Vocabulary

1. Narrative Poetry	A form of poetry that tells a story, often using voices of a narrator and other characters. It is usually written in metered verse.
2. Ballad	A poem or song narrating a story in short stanzas. Traditional ballads are typically of unknown authorship, having been passed on orally from one generation to the next.
3. Epic	An epic is a long narrative poem that tells the story of heroic deeds, normally accomplished by more-than-human characters.
4. Arthurian Romance	Defined as "narrative, written in prose or verse and concerned with adventure, courtly love and chivalry," derived from the narrative verse form of 12th-century France.
5. Beowulf	An Old English epic poem in the tradition of Germanic heroic legend. It is one of the most important and most often translated works of Old English literature.
6. Hrothgar	A semi-legendary Danish king living around the early sixth century AD. He appears as a character in the Anglo-Saxon epic poem Beowulf.
7. Heorot	A hall and major point of focus in the Anglo-Saxon poem Beowulf. The hall serves as a seat of rule for King Hrothgar.
8. Grendel	A monstrous creature who is defeated by Beowulf in the epic poem.
9. Kenning	A figurative compound word that takes the place of an ordinary noun.
10. Monologue	A literary device featuring a "speech" made by a single character in a work of literature or dramatic work.
11. Stanza	A verse of poetry.
12. Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable
13. Personification	The attribution of a personal nature or human characteristics to something non-human.
14. Enjambment	A literary device in which a line of poetry carries its idea or thought over to the next line without a grammatical pause.
15. Caesura	A pause that occurs within a line of poetry, usually marked by some form of punctuation.
16. Anaphora	The repetition of a word or phrase at the beginning of successive sentences, phrases, or clauses.
17. Allegory	A simple story which has a symbolic and more complex level of meaning.
18. Refrain	A phrase or line repeated at intervals within a poem, especially at the end of a stanza.
19. Scansion	The action of scanning a line of verse to determine its rhythm
20. Volta	An important change or transition within a poem, usually in a very clear, way. The "turn" or "volta" can refer to a change in subject, perspective, speaker, or writing style.
21. Rhythm	The beat of a poem created through its use of meter.
22. Rhyme scheme	The pattern of rhymes within a poem.
23. Meter	The basic rhythmic structure within a poem.
24. Iambic meter	Used to refer to a rhythm used in poetry, in which each short syllable that is not stressed is followed by a long or stressed syllable.
25. Trochaic meter	Refers to poetry having a rhythm with one long or strong syllable and one short or weak syllable.
26. Spondaic meter	In poetry, having a rhythm of two long or strong syllables.
27. Initial	Occurring at the beginning of a line of poetry.
28. Medial	Occurring in the middle of a line of poetry.
29. Terminal	Occurring at the end of a line of poetry.
30. Internal characterisation	Details about a character which reveal feelings, psychology, or their motivations.
31. External characterisation	Details about a character's physical appearance and how they behave.

ENGLISH 3

32. Static character	A character who experiences little or no internal change throughout the story or narrative.
33. Dynamic character	A character who changes and develops as a story progresses, usually for the better.
34. Protagonist	The leading character or one of the major characters within a plot.
35. Antagonist	The character (or group of characters) acting in opposition to the protagonist within a plot.
36. Edgar Allan Poe	(1809 – 1849) An American writer, poet, author, editor, and literary critic who is best known for his poetry and short stories, particularly his tales of mystery and the macabre.
37. Robert Browning	(1812 – 1889) An English poet and playwright whose dramatic monologues put him high among the Victorian poets.
38. John Keats	(1795 – 1821) An English poet of the second generation of Romantic poets, along with Lord Byron and Percy Bysshe Shelley.
39. Christina Rossetti	(1830 – 1894) An English poet who is also famous for writing the words to the carol 'In the Bleak Midwinter'.
40. Alfred Lord Tennyson	(1809 – 1892) an English poet, and the Poet Laureate during much of Queen Victoria's reign.
41. Alfred Noyes	(1880 – 1958) An English poet, short-story writer and playwright.
42. Samuel Taylor Coleridge	(1772 – 1834) An English poet, literary critic, philosopher, and theologian who, with his friend William Wordsworth, was a founder of the Romantic Movement in England.

SCIENCE: 8B1 – Digestion

1. What is digestion?	The breakdown of food into small molecules
2. Name 4 food groups	Carbohydrates, proteins, fats, vitamins and minerals
3. Give an example of a food containing carbohydrates	Potato, rice, bread, pasta
4. Give an example of a food containing protein	Meat, fish, eggs, milk, cheese
5. Give an example of a food containing fats	Meat, milk, yogurt, oil
6. Give an example of a food containing vitamins and minerals	Fruit, vegetables,
7. What are carbohydrates broken down into?	Simple sugars
8. Give an example of a simple sugar	Glucose (sucrose, fructose)
9. What is glucose used for?	Respiration
10. What are proteins broken down into?	Amino acids
11. What are amino acids used for?	Growth and repair
12. What are fats broken down into?	Fatty acids and glycerol
13. What are fatty acids and glycerol used for?	Energy storage
14. What are vitamins and minerals used for?	Contribute to all aspects of health
15. What happens to the small molecules at the end of digestion?	They are absorbed into the blood
16. Name the organs in the digestive system in the order food passes through them	Mouth, oesophagus, stomach, small intestine, large intestine, anus
17. Where is food digested?	The mouth, the stomach and the small intestine
18. What happens in the small intestine?	Digested food is absorbed into the blood
19. What happens in the large intestine?	Excess water is absorbed (from undigested food)
20. What does the liver do?	Produce bile
21. What does bile do?	Helps digest fats
22. What is an enzyme?	A biological catalyst
23. What is a catalyst?	Something that makes a chemical reaction faster
24. What do enzymes do?	Speed up digestion
25. What does the pancreas do?	Produce enzymes
26. Give four adaptations of the small intestine	Very long, contains villi, rich blood supply, has microvilli
27. Why is the small intestine long?	To increase surface area
28. Why does the small intestine have villi?	To increase surface area
29. Why does the small intestine have a rich blood supply?	To keep a high concentration gradient
30. Why does the small intestine have microvilli?	To increase surface area
31. What are gut bacteria?	Bacteria found in the large intestines
32. What do gut bacteria do?	Help digest food
33. What is obesity?	Having too much body fat
34. What causes obesity?	Eating too much sugary or fatty foods
35. What are the risks of obesity?	Coronary heart disease
36. What does coronary heart disease cause?	The heart to function worse
37. What is a deficiency disease?	A disease caused by not getting enough of one food group

SCIENCE: 8C1 – Atoms, elements and the periodic table

1. What three particles are atoms made of?	Protons, neutrons and electrons
2. What is found in the nucleus of an atom?	Protons and neutrons
3. Where are the electrons in an atom?	Orbiting the nucleus in shells
4. What is between the electrons and the nucleus?	Empty space
5. What is an element?	A substance made of one type of atom only
6. What is a compound?	Two or more different atoms chemically bonded together
7. What is a mixture?	When different substances are together but not chemically bonded
8. Who first prepared the modern periodic table?	Mendeleev
9. Why did Mendeleev put some elements together in groups?	They had similar properties
10. Why did Mendeleev leave gaps in his periodic table?	For undiscovered elements
11. What are the vertical columns in the periodic table?	Groups
12. What are the horizontal rows in the periodic table?	Periods
13. What does the group an element is in tell you about its electrons?	How many it has in the outer shell
14. What does the period an element is in tell you about its electrons?	How many shells it has
15. What is the atomic number of an atom?	The number of protons in an atom
16. What is the mass number of an atom?	The number of protons + the number of neutrons in an atom
17. How do you calculate the number of neutrons in an atom?	Mass number - atomic number
18. How many electrons can go in the first shell?	2
19. How many electrons can go in the second and third shells?	8
20. In chemistry, what word do we use to describe characteristics of a substance?	Property
21. What are the two main types of <u>element</u> ?	Metals and non-metals
22. Give three typical properties of metals	Conduct electricity, conduct heat, malleable, ductile, high melting/boiling points, strong
23. Give two typical properties of non-metals	Electrical insulators, heat insulators, low melting and boiling points, weak, brittle
24. What does electrical conductor mean?	Allows electricity to flow through it

SCIENCE: 8C1 – Atoms, elements and the periodic table

25. What does electrical insulator mean?	Does not allow electricity to flow through it
26. What does heat conductor mean?	Allows heat to flow through it
27. What does heat insulator mean?	Does not allow heat to flow through it
28. What does malleable mean?	Easy to bend
29. What does brittle mean?	Shatters easily
30. What does strong mean?	Can hold a lot of weight
31. What does weak mean?	Can't hold a lot of weight
32. What does ductile mean?	Easy to stretch
33. If something has a high melting/boiling point, what state is it at room temperature?	Solid
34. If something has a low melting/boiling point, what state is it at room temperature?	Liquid or gas
35. What does hard mean?	Difficult to scratch
36. What does soft mean?	Easy to scratch
37. What does reactive mean?	Reacts easily with other substances
38. What does unreactive mean?	Does not react easily with other substances
39. What does magnetic mean?	It is attracted to magnets
40. In the reaction $A + B \rightarrow C + D$ What are the reactants?	A and B
41. In the reaction $A + B \rightarrow C + D$ What are the products?	C and D
42. In terms of chemical bonds, what happens in a chemical reaction?	They are broken and made
43. If mass appears to be lost in a reaction, what has happened?	A gas has been produced which escapes
44. If mass appears to be gained in a reaction, what has happened?	Atoms of a gas from the air have been added
45. When magnesium reacts with oxygen, why does the mass increase?	Atoms of oxygen from the air have been added
46. When magnesium reacts with acid, why does the mass decrease?	A gas is produced which escapes
47. What name is given to the group 1 elements?	Alkali metals
48. Why are alkali metals called alkali metals?	They are metals that react with water to form alkalis
49. Why are alkali metals stored in oil?	To stop them reacting with oxygen
50. Give four properties of alkali metals	Very reactive, low density, soft, relatively low melting/boiling point
51. How does the reactivity of alkali metals change down the group?	Increases
52. How does the melting and boiling point of alkali metals change down the group?	Decreases
53. What are the products of a reaction between an alkali metal and water?	Metal hydroxide and hydrogen
54. What name is given to the group 7 elements?	The halogens
55. Give four properties of the halogens	Toxic, form coloured vapours, low melting and boiling point, reactive
56. How does the reactivity of halogens change down the group?	Decreases
57. How does the melting and boiling point of halogens change down the group?	Increases

GEOGRAPHY 1



Oceans under threat Knowledge Organiser



Key Term	Definition
1. Algae	Very simple, usually small plants that grow in or near water.
2. Algal Bloom	A rapid growth of microscopic algae.
3. Atoll	A ring-shaped coral reef.
4. Barrier reef	A coral reef close to the shore but separated from it by a channel of deep water.
5. Biodegradable	A process that enables a substance to break down into natural materials in the environment without causing harm
6. Biodiversity	The number of different species living in one area.
7. Biome	Areas of our planet with similar climates, landscapes, animals and plants.
8. Calcium	A soft, white element, which forms part of a coral reef skeleton.
9. Carbon dioxide	A naturally occurring gas, but also a greenhouse gas.
10. Coral reef	A ridge of rock in the sea formed by the growth and deposit of coral.
11. Garbage Patch	A large patch of rubbish found floating in the oceans.
12. Gyre	A large system of circular ocean currents formed by global wind patterns.
13. Mangrove	A forest of trees found in coastal zones. The trees can tolerate salt water and they help to protect the land from the power of the waves. They are also an ecosystem of their own.
14. Marine	Relating to or found in the sea.
15. Marine debris	Solid rubbish found in the sea.
16. Microplastic	Plastics which are 5mm in size or smaller. They can be from materials which are biodegradable
17. Ocean acidification	A reduction in the pH of the ocean over an extended period of time. The ocean becomes more acidic.
18. Overfishing	When too many of a fish species are taken from an area of water.
19. Photosynthesis	The process by which sunlight is turned into food/energy for plants.
20. Phytoplankton	Plankton consisting of microscopic plant.
21. Pollution	A substance which is harmful or poisonous.
22. Polyp	Tiny little animals that are related to anemones and jellyfish. They live in large colonies that make up a coral reef.
23. Sustainable	Able to be maintained at a certain rate.
24. Zooplankton	Plankton consisting of small animals and the immature stages of larger animals.
25. Zooxanthellae	Single-celled organisms that live within most types of coral polyps. They help the coral to survive by providing it with food resulting from photosynthesis.

YEAR 8 – UNIT 2 – POPULATION – KNOWLEDGE MAP

- Population** refers to the number of people in a place. The study of population is called **demographics**. When a population is counted it is called a **census**.
- Thomas Malthus** held a **pessimistic** view of population. He believed that the population of Earth would become too high to support itself and there would not be enough food, clean water and natural resources for us all and as a result some of us would die. Esther Boserup held an optimistic view of population. She believed that no matter how big the Earth's population became in the future, new technology would ensure we would all survive and adapt.
- Some areas of the world have lots of people, other parts have very few. This is called **population density**. Major towns and cities have high population density, whereas rural communities tend to have a very low population density. There are a number of reasons as to why some areas are more populated than others, they include, transport, politics, climate and relief.
- Population pyramids** are a visual representation of population data. They show how many males and females there are in each 5 year age band within the total population. They are useful for identifying trends within population data and for predicting the future of population in a country.
- Populations grow and decline over time. There are a number of reasons that cause populations to grow, they include, lack of contraception, young people are needed to look after the elderly and children are needed to work on farms. There are a number of reasons why populations drop, they include, access to contraception and the emancipation of women.
- Migration** is the movement of people from one place to another. There are many different types of migrants. People move for many different reasons, these are called **push and pull factors**.

KEY WORDS

7.Population	The number of people in a place. This can be a village, a town, a city, a
8.Demographics	The study of population.
9.Census	An official count or survey of population.
10.Population Density	The number of people in 1km square.
11.Population Pyramid	A graphical illustration that shows the distribution of various age groups in
12.Birth Rate	The number of babies being born per 1000 people.
13.Death Rate	The number of people dying per 1000 people.
14.Contraception	Artificial techniques used to stop pregnancy. These include condoms and
15.Mechanisation	The process of technology being used to do jobs that used to be done by people.
16. Emancipation of Women	Gender equality. Women have the same opportunities as men.
17.Migration	The movement of people from place to another.
18.Push Factor	Something that makes you leave a place.
19.Pull Factor	Something that makes you want to move to a place.
20.Asylum Seeker	People have fled their home countries often because they feel their life is in danger. They wish to stay in another, safer country.
21..Ageing Population	When the number of elderly in the population grows.

22.Push factors are reasons why you want to leave a place, for example a lack of job opportunities, civil war or a natural disaster. **Pull factors** are reasons that make you want to move to a place, for example safety, security, good jobs and access to healthcare.

23.An ageing population is a population with a growing number of elderly people. As healthcare improves, people will live longer, creating an ageing population. An ageing population creates some problems, as the elderly need to be looked after by the government, hospitals beds are needed and pensions supplied. All of this costs money.

Y8 Autumn- Renaissance and Reformation

Timeline

1348: Arrival of the Black Death in England

1381: The Peasants' Revolt

1320-1384 life of John Wycliffe

1450s Gutenberg invented his printing press in Germany and printed the first Bible

1512 John Colet spoke about reforming the Church but did not criticise the Pope

1517 Luther published his 95 'Theses' – criticisms of the Church

1526 Tyndale's English Bibles were burned in St Paul's Cathedral

1533-4 Henry VIII rejected the authority of the Pope and made himself head of the Church in England

1536-8 Henry closed down monasteries in England and introduced some religious changes including an English Bible

1547-1553 reign of Edward VI introduced Protestant changes including English prayer book for church services

1553-8 Mary I restored Catholicism in England

1558 Elizabeth I reintroduced a moderate form of Protestantism including English Bible and services.

Medieval England

- 1. The Black Death:** Plague that arrived in England in 1348. 1/3 of Europe's population died.
- 2. The Peasants' Revolt:** a rebellion against the lords over low wages and high tax
- 3. Poll tax:** a tax in which everyone paid the same, regardless of earnings. After the Peasants' Revolt, it wasn't charged for another 600 years.
- 4. John Ball and Wat Tyler:** leaders of the Peasants' Revolt, both killed as punishment for their roles.
- 5. Purgatory:** a growing Christian belief after the Black Death based on the idea that souls may go to purgatory after death to be temporarily punished before going to heaven.

Reformers/ heretics

6. John Wycliffe: criticized the power of the Pope and translated the Bible into English

7. Jan Hus: followed Wycliffe's ideas in Bohemia, where his followers rebelled against the Pope

8. William Tyndale: translated the Bible into English and criticised the power of the Pope

9. John Colet and Desiderius Erasmus: promoted education and wanted to reform the Church but supported the Pope

10. Martin Luther: monk from Germany, in 1517 set out 95 problems he had with the Catholic Church

11. Thomas Cromwell: Henry's chief minister; organised 'Break with Rome'; Protestant

The Church

12. Indulgences; certificates sold by the Church claiming to reduce their time in Purgatory by a number of years

13. Intercession: saints were believed to be able to speak to God on behalf of a person who prayed to them, to get help for them during their life or after their death

14. Mass/Eucharist: main church service remembering Jesus's death, with bread and wine; *Catholics believed the bread and wine became Jesus's body and blood, but Protestants disagreed*

15. Heresy: wrong beliefs: Catholics believed Protestantism was heresy, and vice versa

Morebath

16. Sir Christopher- priest from 1519-1574

17. Stores – groups of villagers who raised money to fund the lights

18. Lights – candles kept burning in front of images of saints in the church

19. Bequeath – to give something when you die

20. Vestments – beautiful robes worn by the priest for church services

21. Ales – social events held in the church ale house to raise funds for the stores etc.

Key places

22. Morebath- a village in Devon

23. East Anglia – Norfolk, Suffolk, Essex, Cambridgeshire- Protestantism was most popular here

24. West Country – Cornwall, Devon, Somerset, rebelled against Protestantism in 1549

25. Oxford and Cambridge – location of universities in England

Elizabethan England and the wider world

Timeline

- 1558** accession of Elizabeth I as queen of England
- 1572** Sir Francis Drake made an alliance with *cimarrons* in Panama to seize Spanish silver
- 1577-81** Sir Francis Drake **circumnavigated** the world
- 1588** Spanish Armada – attempted invasion of England by King Philip of Spain
- 1590s** Nine Years' War in Ireland against English control and plantations
- 1603** death of Elizabeth I

People

- 1) Martin Frobisher, Humphrey Gilbert, Walter Raleigh** – explorers who looked for alternative routes to sail to Asia and/or sources of gold and spices to trade

Companies

- 2) Trading company** – a group of merchants who secured a charter from Elizabeth I to trade in a particular place or commodity
- 3) East India Company** formed 1600 to trade in Asia

- 4) privateer** – a pirate with permission from the queen to attack Spanish ships
- 5) circumnavigate** – to sail all the way round the world
- 6) voyage** – a journey by sea
- 7) enslaved** – forcibly transported and made to work without wages or freedom, treated as property

- 8) cimarrons** – escaped former enslaved people in the Spanish Empire
- 9) Diego** – a cimarron, originally from West Africa, who helped Drake and joined his crew
- 10) Spanish Empire** – territory ruled by Spain in the Americas including Mexico and Peru, where enslaved people mined silver and gold which was shipped to Spain
- 11) Philip II** – king of Spain
- 12) Armada** - a large fleet of ships prepared to invade England



- 13) ambassador** – representative of one country's monarch or government in another country
- 14) Abd el-Ouahed ben Messaoud** – Moroccan ambassador to Queen Elizabeth I
- 15) alliance** - agreement between two countries, usually to attack another country or to defend themselves
- 16) trade** – buying one commodity in exchange for another
- 17) commodity** – something which can be traded, for example, silk, spices, sugar, cloth, gold, silver

- 18) Elizabeth I** made England a Protestant country
- 19) Ireland and Spain** were Catholic
- 20) civilised** – polite, sophisticated, up-to-date; the English thought the Irish were uncivilised
- 21) plantations** – in Ireland, Elizabeth's government took land from Catholics and gave it to Protestants, in order to 'plant' Protestants there and make it a Protestant country

SPANISH 1

Vocabulary 1 – HOLIDAYS

01 ¿Adónde fuiste?	01 Where did you go?
02 de vacaciones	02 on holidays
03 El año pasado	03 Last year
04 El verano pasado	04 Last summer
05 Fui a España	05 I went to Spain
06 Fuimos a Francia	06 We went to France
07 ¿Con quién fuiste?	07 Who did you with?
08 Fui con mis amigos/as	08 I went with my friends
09 Fui con mi clase	09 I went with my class
10 Fui en avión	10 I went by plane
11 Fuimos en autocar	11 We went by coach
12 Fui en barco	12 I went by boat
13 Fuimos en coche	13 We went by car
14 Fui en tren	14 I went by train
15 No fui de vacaciones	15 I didn't go on holidays
16 ¡Qué bien!	16 How great!
17 ¡Qué mal!	17 How bad!
18 ¡Qué suerte!	18 How lucky!
19 ¡Qué horror!	19 How horrible
20 ¡Qué lástima!	20 What a shame!

Vocabulary 2 – ACTIVITIES I

01 ¿Qué hiciste?	01 What did you do?
02 Bailé	02 I danced
03 Compré una camiseta	03 I bought a T-shirt
04 Saqué fotos	04 I took photos
05 Monté en bicicleta	05 I rode my bike
06 Descansé en la playa	06 I relaxed on the beach
07 Mandé SMS	07 I sent text messages
08 Visité monumentos	08 I visited monuments
09 Nadé en el mar	09 I swam in the sea
10 Tomé el sol	10 I sunbathed
11 el primer día	11 the first day
12 más tarde	12 later
13 después	13 afterwards
14 normalmente	14 normally
15 cada año	15 every year
16 siempre	16 always
17 generalmente	17 generally
18 nunca	18 never
19 todos los días	19 every day
20 de vez en cuando	20 from time to time

Vocabulary 3 – ACTIVITIES II

01 Comí paella	01 I ate paella
02 Salí con mi hermana	02 I went out with my sister
03 Salí con mi hermano	03 I went out with my brother
04 Escribí SMS	04 I wrote text messages
05 Vi un castillo	05 I saw a castle
06 Bebí una limonada	06 I drank a lemonade
07 Conocí a un chico	07 I met a boy
08 Conocí a una chica	08 I met a girl
09 ¿Cuándo?	09 When?
10 por la mañana	10 in the morning
11 por la tarde	11 in the afternoon / evening
12 por la noche	12 at night
13 el último día	13 on the last day
14 Salimos con mi hermana	14 We went out with my sister
15 Escribimos SMS	15 We wrote text messages
16 Vimos un castillo	16 We saw a castle
17 Bebimos una limonada	17 We drank a lemonade
18 Comimos paella	18 We ate paella
19 Fuimos al bar	19 We went to the pub
20 Fuimos a la cafetería	20 We went to the café

Vocabulary 4 – OPINIONS

01 ¿Cómo te fue?	01 How was it?
02 Fue guay	02 It was cool
03 Fue raro	03 It was weird
04 Fue regular	04 It was okay
05 Fue un desastre	05 It was a disaster
06 Fue horrible	06 It was horrible
07 Fue divertido	07 It was fun
08 Fue flipante	08 It was awesome
09 Fue genial	09 It was great
10 Fue horroroso	10 It was terrible
11 ¿Por qué?	11 Why?
12 porque	12 because
13 hizo buen tiempo	13 it was good weather
14 hizo mal tiempo	14 it was bad weather
15 llovió	15 it rained
16 perdí mi pasaporte	16 I lost my passport
17 perdí mi móvil	17 I lost my mobile phone
18 comí algo malo	18 I ate something bad
19 vomité	19 I vomited
20 Me encantó	20 I loved it

GRAMMAR

-AR VERBS (Past Tense)

Visitar	To visit
Visité	I visited
Visitaste	You (sg.) visited
Visitó	He/She visited
Visitamos	We visited
Visitasteis	You (pl.) visited
Visitaron	They visited

-ER VERBS (Past Tense)

Comer	To eat
Comí	I ate
Comiste	You (sing.) ate
Comió	He/She ate
Comimos	We ate
Comisteis	You (pl.) ate
Comieron	They ate

-IR VERBS (Past Tense)

Escribir	To write
Escribí	I wrote
Escribiste	You (sing.) wrote
Escribió	He/She wrote
Escribimos	We wrote
Escribisteis	You (pl.) wrote
Escribieron	They wrote

ir	to go		
fui	I went	fuimos	we went
fuiste	you went	fuisteis	you (pl) went
fue	he/she went	fueron	they went

me gusta I like (it) me gustó I liked (it)
me encanta I love (it) me encantó I loved (it)

SPANISH 2

Vocabulary 5 – HIGH FREQUENCY WORDS

01 bastante	01 quite
02 no	02 no/not
03 muy	03 very
04 pero	04 but
05 también	05 also, too
06 un poco	06 a bit
07 y	07 and
08 algo	08 something
09 donde	09 where
10 hay	10 there is/are
11 o	11 or
12 ¿por qué?	12 why?
13 porque	13 because
14 tampoco	14 neither
15 ni	15 nor/neither
16 además	16 in addition, moreover
17 mi/mis	17 my
18 tu/tus	18 your
19 su/sus	19 his/her
20 con	20 with

Vocabulary 6 – HIGH FREQUENCY ADJECTIVES I

01 divertido/a	01 fun, funny, amusing
02 estupendo/a	02 brilliant
03 fenomenal	03 fantastic
04 generoso/a	04 generous
05 genial	05 great
06 guay	06 cool
07 listo/a	07 clever
08 serio/a	08 serious
09 simpático/a	09 nice, kind
10 sincero/a	10 sincere
11 tímido/a	11 shy
12 tonto/a	12 silly
13 tranquilo/a	13 quiet, calm
14 aburrido/a	14 boring
15 difícil	15 difficult
16 fácil	16 easy
17 importante	17 important
18 interesante	18 interesting
19 práctico/a	19 practical
20 útil	20 useful

Vocabulary 7 – HIGH FREQUENCY ADJECTIVES II

01 blanco/a	01 white
02 amarillo/a	02 yellow
03 negro/a	03 black
04 rojo/a	04 red
05 verde	05 green
06 gris	06 grey
07 marrón	07 brown
08 azul	08 blue
09 rosa	09 pink
10 naranja	10 orange
11 antiguo/a	11 old
12 bonito/a	12 nice, pretty
13 bueno/a	13 good
14 malo/a	14 bad
15 feo/a	15 ugly
16 grande	16 big
17 horrible	17 horrible
18 moderno/a	18 modern
19 pequeño/a	19 small
20 inteligente	20 intelligent

Vocabulary 8 – HIGH FREQUENCY VERBS

01 Me llamo	01 I am called
02 Vivo	02 I live
03 Bailo	03 I dance
04 Canto	04 I sing
05 Hablo	05 I talk, I speak
06 Escucho	06 I listen
07 Escribo	07 I write
08 Leo	08 I read
09 Monto en bici	09 I ride my bike
10 Toco la guitarra	10 I play the guitar
11 Hago	11 I do
12 Juego	12 I play
13 Estudio	13 I study
14 Como	14 I eat
15 Bebo	15 I drink
16 Voy	16 I go
17 Salgo	17 I go out
18 Quiero	18 I want
19 Llevo	19 I wear
20 Mando	20 I send

GRAMMAR

Irregular verb **SER** = to be (permanent)

Soy	I am
Eres	You (sing.) are
Es	She/He is
Somos	We are
Sois	You (pl.) are
Son	They are

Irregular verb **ESTAR** = to be (temporary)

Estoy	I am
Estás	You (sing.) are
Está	She/He is
Estamos	We are
Estáis	You (pl.) are
Están	They are

Irregular verb **TENER** = to have

Tengo	I have
Tienes	You (sing.) have
Tiene	She/He has
Tenemos	We have
Tenéis	You (pl.) have
Tienen	They have

	singular	plural
my	mi hermano	mis hermanos
your	tu hermano	tus hermanos
his/her	su hermano	sus hermanos

Opinions (Singular vs Plural)

Me encanta / Me encantan	I love
Me gusta / Me gustan	I like
Me gusta mucho / Me gustan mucho	I like a lot
No me gusta / No me gustan	I don't like
No me gusta nada / No me gustan nada	I don't like at all
Odio	I hate

COMPUTER SCIENCE 1

Digital Devices

It is easy to recognise that personal computers, laptops and mobile devices are computers, but computers are also hidden in many more devices. Because they are relied on so heavily, knowing what they are and how to use them is valuable. Digital devices may be input, output or storage devices, however on a basic level, they all operate through

Input Devices

An **input device** is any piece of computer hardware used to provide data to a computer system. Examples include:

- keyboard
- mouse
- scanner
- digital camera

Storage Devices

A **storage device** is a piece of computer equipment which can be used to store data. Examples include:

- Hard disk drive
- DVD disk
- USB stick
- Memory Card

Output Devices

An **output device** is any piece of computer hardware used to communicate the results of data that has been processed. Examples include:

- monitor
- printer
- speaker

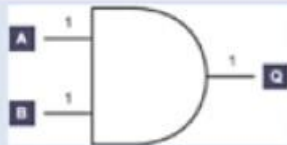
Key Vocabulary

Binary	A number system that contains two symbols, 0 and 1. Also known as base 2.
Boolean	A data type in computing which only has two possible values, true or false.
Component	Working parts of a product or system.
Hardware	The physical parts of a computer system, eg a graphics card, hard disk drive or CD drive.
Input	Data which is inserted into a system for processing and/or storage.
Logic Gate	Circuit components which take several inputs, compare the inputs with each other, and provide a single output based on logical functions such as AND, OR and NOT.
Output	Data which is sent out of a system.
Truth Table	Used to assess possible results of a Boolean algebra statement.

What is a Logic Gate

A circuit board can be found inside most digital devices. It is a flat, thin board that has tiny electrical components built onto it. Many electronic circuits have to make decisions. They look at one or more **inputs** and use these to determine the **outputs** from the circuit. The process of doing this uses electronic logic, which is based on digital switches called **gates**. Each input and output of the logic gates must be one of two states: **True or 1 or on** **False or 0 or off**

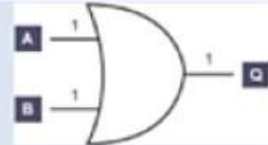
AND



An **AND gate** usually has two inputs. **AND** tells us that **both Input A AND Input B** have to be 1 (or ON) in order for the output to be 1. Otherwise the output is 0.

The Boolean expression can be written as $Q = A \text{ AND } B$.

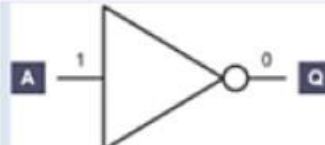
OR



An **OR gate** has two inputs. **OR** tells us that **EITHER Input A OR Input B** has to be 1 (or ON) in order for the output to be 1. Otherwise the output is 0.

The Boolean expression can be written as $Q = A \text{ OR } B$.

NOT



A **NOT gate** has just one input. **NOT** tells us that Input A has to be 0 (or OFF) in order for the output to be 1. Otherwise the output is 0. A

The Boolean expression is written as $Q = \text{NOT } A$.

Truth Tables

Input A	Input B	Input Q	Input A	Input B	Input Q
0	0	0	0	0	0
0	1	0	0	1	1
1	0	0	1	0	1
1	1	1	1	1	1

AND

OR

Input A	Input Q
1	0
0	1

NOT

COMPUTER SCIENCE 2

1	Computer	An electromechanical device which receives input, processes it and produces and output
2	Device	A piece of electrical or mechanical equipment made for a particular purpose
3	Program	A sequence of instructions written in a programming language that a computer can execute or interpret
4	Software	A set of programs used to operate computers and perform specific tasks
5	Hardware	The physical components of a computer
6	Data	Individual facts or statistics
7	Processor	The part of the computer that interprets and carries out instructions
8	Main memory	The part of the computer that stores data that is currently being used by the processor
9	Secondary storage	The part of the computer that stores data long term that is not currently being used by the processor
10	I/O (Input / Output)	Refers to input, any method of getting information into the computer, and output, any method of getting data out of the computer.
11	Computer architecture	The way in which the parts (components) of a computer system are organised
12	Operating system	Specialised software that communicates with computer hardware to allow other programs to run
13	Logical operator	The name of a logic circuit (AND, OR, NOT)
14	Logical expression	A text based method of describing a logic circuit
15	Truth table	A way of describing the output of a logic circuit for all possible inputs
16	Logic gate	A physical device which performs a logical operation
17	Logic circuit	Two or more logic gates connected together to solve a problem or perform a task

COMPUTER SCIENCE 3

Event Driven Programming

Data in event-driven programming, the flow of the program is controlled by events.

Events can be user actions such as:

- Mouse clicks (or the touchscreen equivalent)
- Key presses
- Hovering over a picture
- Voice input ("OK Google...")

Events can also be triggered by:

- Sensors (e.g. if movement is sensed, turn the light on)

```
1 onEvent(▼"startbutton", ▼"click", function() {
2   setScreen(▼"Game");
3   setTimeout(function() {
4     setScreen(▼"Score");
5   }, 5000);
6 });
```

Source: code.org

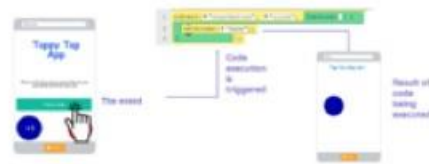


Graphical User Interface

The GUI (Graphical User Interface) is the screen that the user interacts with. It provides the interface between the user and the computer or program.



The Tappy Tap App will need three screens – Home screen, Game screen and Score screen.



Subroutines

Subroutines are **small blocks of code in a modular program designed to perform a particular task.**

`getText("id")` is a built-in subroutine that collects the text entered into a textbox; "id" is to be replaced with the name given to the text box.

```
var x = getText(▼"id");
```

Event handler

You can use an **event handler** to determine when to collect the data and what to do with it once it has been collected and linked with a variable.

```
onEvent(▼"login", ▼"click", function() {
  var username = getText(▼"username");
});
```

Debugging is the process of identifying and fixing errors in code. This is usually done as the code is being built, each new section of code will be tested as the program develops.

Syntax errors – When the computer doesn't understand the code because it has been typed incorrectly and doesn't follow the rules or grammar of the programming language.

Logic errors – When the computer is able to run the program, but it does not work properly because the logic of the code is incorrect. These sorts of errors are harder to spot and more difficult to debug and fix.

Key Vocabulary

Key Word	Definition
Analysis	A thorough study doing a careful analysis of a problem.
Debug	The process of identifying and fixing errors in code.
Event handler	Used to determine when to collect data and what to do with it once it has been collected.
GUI	Graphical User Interface
Logic error	When the computer is able to run the program, but it does not work properly because the logic of the code is incorrect.
Selection Statement	Used when there is more than one option for the user to select from, IF, ELSE, ELSE IF.
Sub	Small blocks of code in a modular program designed to perform a particular task.
Routine	Small blocks of code in a modular program designed to perform a particular task.
Syntax error	When the computer does not understand the code because it has been typed incorrectly and doesn't follow the rules or grammar of the programming language.

Selection

A selection statement is used when there are more than one option for a user to select from. It causes the program to make a choice and flow in a given direction. In these examples they used the statements if, else, else if.

Example

These two blocks of code have the same purpose, which is to provide feedback to the user at the end of a game.

Code block 1

```
if (score > 10) {
  setText(▼"feedback_label", "Great Work");
} else {
  setText(▼"feedback_label", "Hard Luck");
}
```

Code block 2

```
if (score > 10) {
  setText(▼"feedback_label", "Great Work");
} else if (score > 6) {
  setText(▼"feedback_label", "Not Bad");
} else {
  setText(▼"feedback_label", "Hard Luck");
}
```

STOCK CHARACTERS

Stock characters are a form of stereotype, which we expect to see in a particular style of drama. Their appearance, behaviour and speech is predictable. In melodrama, we would expect to see, for example, the Maiden, the Hero and the Villain, and we would be able to identify them easily from their actions and appearance.

PHYSICAL & VOCAL PERFORMANCE SKILLS

PHYSICAL: an actor's body and how he or she uses it, including body language, facial expression, gesture, movement, stance, posture, eye contact.

VOCAL: an actor's voice and how he or she uses it, including **accent**, **pitch** (high→low), **pace** (fast→slow), **rhythm** (smooth→disjointed), **volume** (loud→soft), **articulation** (clarity of sounds and words), **tone** (breathy, throaty, mellow, bright, resonant, thin, harsh, etc)

LANGUAGE

The word choices made by the playwright/actor. Word choices can say a lot about a character, including social class, educational background, emotional state, relationships with others, nationality and profession.



Year 8 Drama Knowledge Organiser – Term 1

Melodrama

Melodrama is a style of drama in which is characterised by its sensationalism. The characters are stereotypical and their reactions are exaggerated and highly emotional. The storylines extremely eventful, often with 'life and death' situations, intending to entertain and shock the audience. Good triumphs over evil in melodrama, with the baddies getting their come-uppance.



STRUCTURE

The structure of a play is the 'shape' of the action. Typically in melodrama, we begin with **exposition** (who's who and what's going on), build **tension** towards the **climax**, draw the plot together through the **denouement** and end with **resolution**.

1. Name all 6 stock characters.
2. Melodrama was a popular style of performance in which historical era?
3. Using an aside to speak to the audience is known as 'breaking the ___ wall'.

Your performance:

4. What went well in your performance today?
5. What could you do to improve?
6. Choose one group you saw perform this lesson. Give them a what went well and an even better if.

Key Words

Melodrama	a sensational dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions.	"he gloated like a villain in a Victorian melodrama"
Stage directions	Any instructions written in a script by the playwright to explain how a play should be performed	The stage direction reads, "Exit, pursued by a bear"
Aside	a dramatic device in which a character speaks to the audience.	In the first act of this play, when Claudius talks to Hamlet, by calling him his son and nephew, Hamlet makes an aside by saying: "A little more than kin, and less than kind."
Dialogue	The general term for any lines spoken between actors	Students were asked to read dialogues from the play
Duologue	A scene or section of dialogue which only involves two actors	
Soliloquy	When a character speaks their mind to the audience, but can't be heard by anyone onstage	Speaking her internal thoughts as she moved about, the Broadway star gave a stellar soliloquy through her moving performance
Style	The way in which a director chooses to interpret a performance text on stage	The style of the performance was Melodrama

Devising – The Island

Terminology and Techniques

Numerical variations and formation	The number of dancers on stage and the positioning that is transition from one to the next
Accumulation	Gradually more dancers join in the sequence
Contrast	
Unison	The dancers perform the same movements at the same time
Canon	The movements are performed successively (one after the other)
Re-order	To change the order
Retrograde	To do the sequence in reverse order
Repetition	To repeat moves
Instrumentation	To use a different body part than the one set
Fragmentation	To break up the sequence into sections
Motif	This is repeated use of a movement pattern which has meaning and reminds us of the central theme of the work.
Mime	This usually means stylised movement but can be comparatively realistic.
Gesture	A gesture may be something small but can have emotional impact or it can be a particular movement that defines a character.
Status	This may be executed by use of levels or by distance or strength of contact, or a combination of all of these with voice work.

Physical Skills

Facial Expressions	Using the face to express that characters feelings and emotions.
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Body Posture	The position of the body to communicate a character, i.e. standing with a straight back, to show you have higher status than another character.
Body Language	The way in which our bodies communicate our character's attitudes. Using your body to show emotions or hidden feelings.
Movement	The process of moving the body on stage to express feelings, or emotions.
Audience	The spectators who watch the performance.
Off-Stage	The area 'back stage' where the audience can't see the actors
Character	The person/persona an actor wishes to convey.
Status	The level of society a character is in.
Improvisation	To perform quickly in response to something, without previous planning.

How did you portray your character using the physical and vocal skills listed above?

Music creates _____ and _____

Which dramatic devices have you used in your performance?

How did you use them to tell your story?

Vocal Skills

Dialogue	The spoken script on stage.
Direct Address	When an actor speaks directly to the audience, e.g. in pantomime.
Communal Voice	A variation on chorus work where a group of performers speaks with 'one voice'.
Intonation	Variation of spoken pitch that is not used to distinguish words, but the attitudes and emotions of the speaker. For example questions, feelings, statements.
Language Register	The level of formality with which you speak. Different people and situations call for different registers. For example talking to a teacher and your friends.
Monologue	One person speaking, either delivering a speech or thoughts and feelings to the audience.
Vocal Pace	The speed in which an actor delivers their lines.
Vocal Pause	Pausing lines to create dramatic effect such as tension.
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text.
Vocal Projection	Using the voice so that all the audience can hear.
Sound	Any music, sound effects or other sound used on stage created by electronics, actor's bodies or instruments. Sound is used to create atmosphere, or mood.
Pitch	The 'highness' or 'lowness' in the tone of the voice.

Practitioners and Companies

Stanislavski	Naturalism, emotion memory, magic 'if', super objective, subtext, through line, given circumstance
Bertolt Brecht	Epic theatre, verfremdungseffekt, emotional investment
Frantic Assembly	Theatre company – physical theatre, story telling with movement

Term 1: Roots of Pop

Keyboard

Major chord

(Root + 4 semitones + 3 semitones)

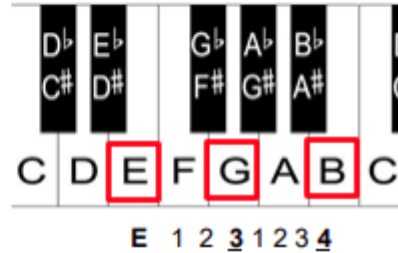
E.g. E major = E+G# + B



Minor chord

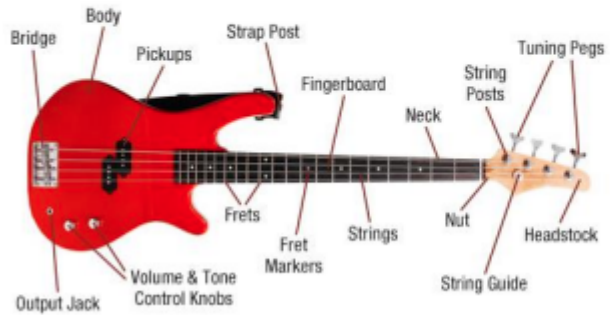
(Root + 3 semitones + 4 semitones)

E.g. E major = E+G+B

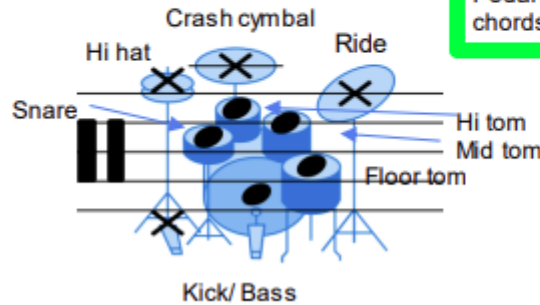


Bass guitar

Remember! The strings are tuned to *Every Angel Deserves Gold*



Drum kit



MELODY - What's the pattern of notes/pitch?

Range = how narrow or wide the amount of notes used
 Semitone = a half step between notes e.g. A – A#
 Tone = a whole step between notes e.g. A – B
 Riff = a short musical pattern that repeats

HARMONY & TONALITY- use of chords and keys

Chord = 2 or more notes played together
 *Major chord = R+4+3
 *Minor chord – R+3+4
 Primary chords = I IV and V
 Slash chord = when the lowest note is **not** the root note e.g. A/C or Bb/C
 Harmonic rhythm = the rate at which chords change
 12 bar blues = chord progression of I I I IV IV I I V IV I I

TEXTURE- How do the different layers fit together?

Unison = everyone plays the same thing at the same time
 Melody & accompaniment = one main idea supported by others
 Pedal note = the bass note is repeated under different chords

Listening questions:

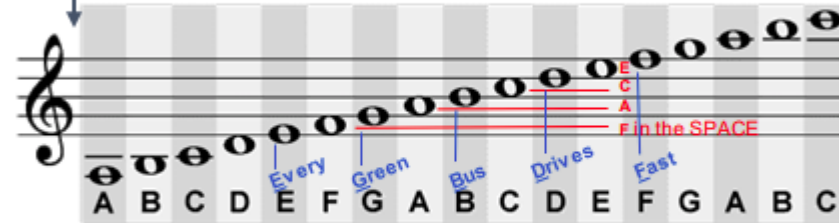
1. What instruments can you hear?
2. What are they playing/ How are they interacting?
3. How is the meaning of the lyrics shown in the music?

Reading and writing Western Music Notation:

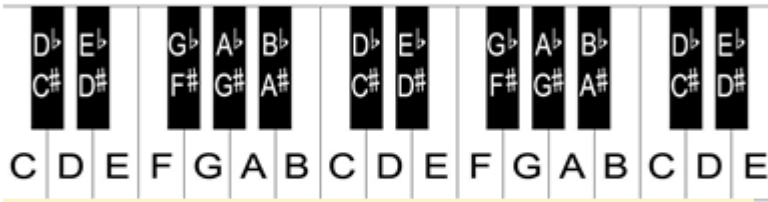
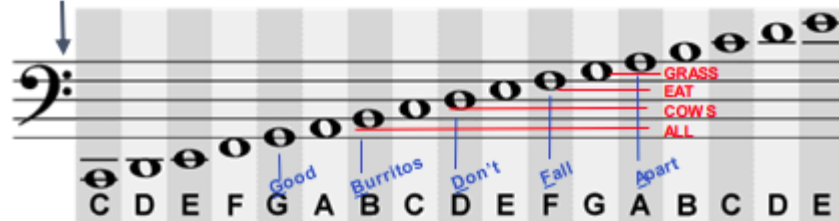
For **rhythm**, we use note values. The symbol determines how long the note lasts.
 For **pitch**, we use **clefs** on a **stave** (commonly 5 horizontal lines). The position determines how high/ low the note sounds.

British name	Note value	Rest	Number of beats
Semibreve			4 beats (or whole bar)
Minim			2 beats
Crotchet			1 beat
Quaver			1/2 beat
Semiquaver			1/4 beat
Dotted quaver			3/4 beat
Dotted crotchet			1 1/2 beat

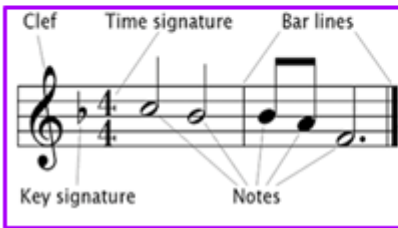
Treble Clef



Bass Clef



Notes for piano/ keyboard/ glockenspiel/ xylophone



TOP TIPS:

- The less detail there is to a note symbol the longer it lasts.
- Like a graph, follow the X axis for time/ rhythm, and the Y axis for pitch.
- The musical alphabet only uses ABCDEFG. Sharp (#) is higher, flat (b) is lower.
- Practise practise practise!

Online resources:

www.virtualpiano.net

www.musictheory.net

www.youtube.com/@BarronimoMusic

ART 1

1. Straw Plaiting	A method of manufacturing textiles by braiding straw.
2. Cottage Industry	A business or manufacturing activity carried out in people's homes.
3. Dunstable Plait	A flat 7 straw plait named after one of the towns involved in producing straw plaits for the hat industry.
4. Context	The circumstances that form the setting for an event or idea in order for it to be fully understood.
5. Coil	Long, snake-like ropes of clay that are stacked and joined to build a form
6. Score	Scratching marks on the surface of the clay to join two pieces
7. Slip	A mixture of clay and water used to join or decorate pottery
8. Maquette	A small model used to test ideas for a sculpture
9. Asymmetry	Non symmetrical (not the same on both sides)
10. Helix	A curve that goes around a central tube in the form of a spiral
11. Rhythm	Use of formal elements to guide the eye around an artwork e.g pattern
12. Slab	Clay that has been flattened into a sheet using a rolling pin or a slab roller.
13. Former	A support made from card or paper to help to clay keep it's shape
14. <u>Mold</u>	a hollow container used to give shape to clay in its plastic stage
15. Kiln	an oven or furnace that is used for hardening, burning, or drying something (such as pottery)
16. Bisque Firing	The first firing when clay is heated in a kiln to bond the clay particles together making it stronger and more permanent
17. Glaze Firing	The second firing during which the glaze melts to form a glassy coat on the pottery.
18. The Factory Act	An act passed by Government in 1833 to improve conditions for children working in factories
19. Silicosis	A lung disease caused by inhaling large amounts of silica dust over many years.
20. Potter's Rot	An informal name given to silicosis by workers in the ceramic industry

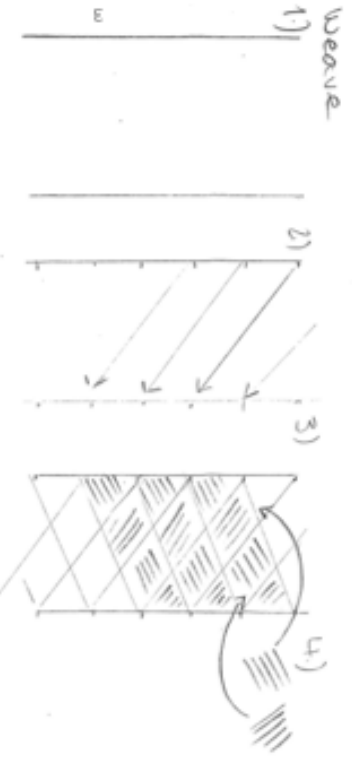
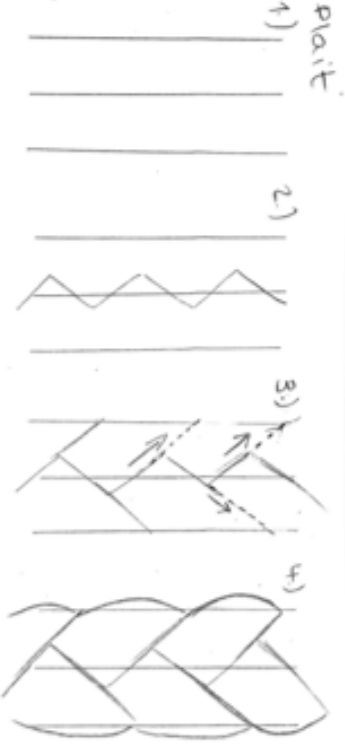
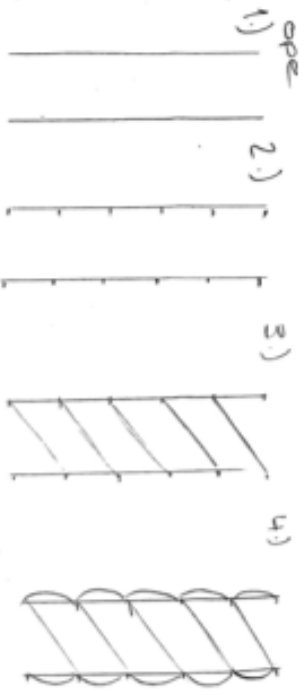
THE 6 STAGES OF CLAY



ART 3

Drawing Task 1:

Follow the steps to complete each drawing three times. As you become more confident, try covering the steps and leaving only the final image to help you memorise the technique.



Attempt One	Attempt Two	Attempt Three

ART 4

Drawing Task 2: Dunstable Plait Tonal Study

Use the guidance provided to help you draw a seven straw flat plait in the box on the right

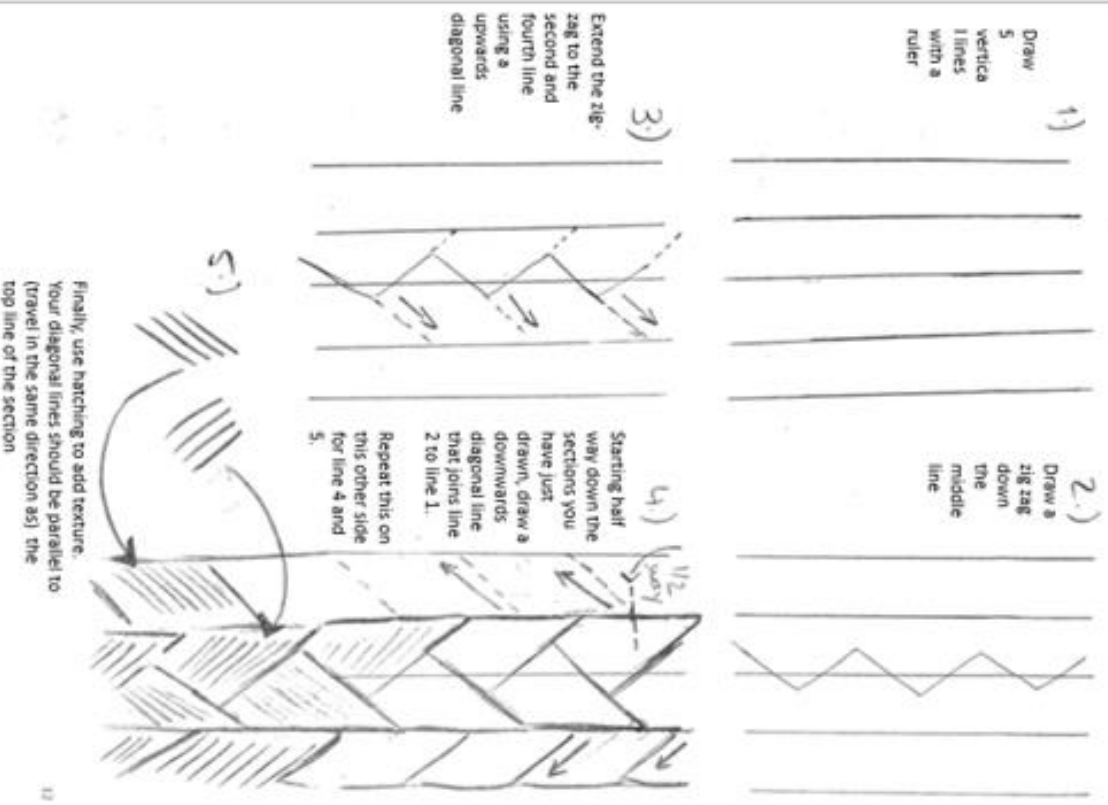
1.) Draw 5 vertical lines with a ruler

2.) Draw a zig zag down the middle line

3.) Extend the zig-zag to the second and fourth line using a diagonal line upwards

4.) Starting half way down the sections you have just drawn, draw a downwards diagonal line that joins line 2 to line 1. Repeat this on this other side for line 4 and 5.

5.) Finally, use hatching to add texture. Your diagonal lines should be parallel to (travel in the same direction as) the top line of the section



ART 5

Drawing Task 3: Use the techniques you practiced in Drawing Task 1 and 2 to help you draw the woven textures.

Use line and mark-making to add texture. Control the pressure on your pencil to add tone.

