



# Cliff Park

ORMISTON ACADEMY

## YEAR 9

HOMEWORK WEEK 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATHS	ENGLISH	SCIENCE	CREATIVE	HISTORY

HOMEWORK WEEK 2				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PE	DRAMA/MUSIC	MFL	GEOGRAPHY	COMPUTING

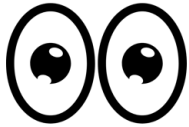
NAME:

TUTOR:

KNOWLEDGE ORGANISER

# Ways to use your Knowledge Organisers to help you remember more

## Look, Cover, Write, Check



**STEP 1**

Look at and study a specific area of your KO



**STEP 2**

Cover or flip over your KO and write down what you can remember



**STEP 3**

Check what you have written down. Correct mistakes in red and add anything missed. Repeat.

## Definitions of Key Words



**STEP 1**

Write down the key words and definitions.



**STEP 2**

Try not to use your KO to help you.



**STEP 3**

Use your red pen to check your work.

## Flash Cards



**STEP 1**

Use your KO to condense and write down key facts or information onto flash cards.



**STEP 2**

Add pictures to help support. Then self-quiz using the cards. You could write questions on one side and answers on the other



**STEP 3**

Ask a friend or family member to quiz you.

## Self Quizzing



**STEP 1**

Use your KO to create a mini quiz. Write down your questions using your KO.



**STEP 2**

Answer the questions and remember to use full sentences.



**STEP 3**

Ask a friend or family member to quiz you.

## Mind Maps



**STEP 1**

Create a mind map with all the information you can remember from your KO.



**STEP 2**

Check your KO to see if there are any mistakes on your mind map.



**STEP 3**

Try to make connections, linking the information together.

## Paired Retrieval



**STEP 1**

Ask a friend or family member to have the KO or flash cards in their hands.



**STEP 2**

They can test you by asking you questions on different sections of your KO.



**STEP 3**






Write down your answers.

# Year 9 Knowledge Organiser: Othello

## Characterisation

<b>Othello</b>	Main <b>protagonist</b> . A Moor who is a successful mercenary general.
<b>Desdemona</b>	A wealthy young Venetian woman who secretly marries Othello.
<b>Iago</b>	The play's antagonist and Othello's <b>ensign</b> who seeks to destroy Othello.
<b>Emilia</b>	Iago's wife and Desdemona's lady in waiting in Cyprus.
<b>Cassio</b>	Florentine soldier who is promoted to lieutenant.
<b>Brabantio</b>	A Venetian senator and Desdemona's father.
<b>Roderigo</b>	A wealthy Venetian gentleman who had hoped to marry Desdemona
<b>Bianca</b>	A <b>courtesan</b> who is in love with Cassio.
<b>Montano</b>	Governor of Cyprus before Othello takes over.
<b>Lodovico</b>	A noble Venetian and Desdemona's cousin.

## Themes

	<b>Jealousy:</b> Fuelled by lies. Iago wants revenge on Othello because he is jealous of Cassio's promotion and jealous of Othello's suspected relationship with his wife.
	<b>Betrayal and Duplicity:</b> Othello is manipulated by Iago and loses trust in her. He then ultimately betrays Desdemona by murdering her.
	<b>Love:</b> It is the secret marriage between Desdemona and Othello which triggers the plot, and it is Othello's love for Desdemona which forces his undoing.
	<b>Honour and Reputation:</b> Othello tries to prove his honour to Brabantio, who has been worried about his own reputation due to his daughter's marriage to Othello.
	<b>Race:</b> This is a play about <b>racism</b> and <b>misogyny</b> ; but it is also about the failure of the individual to combat oppression.

## Race in Renaissance England

At a time when global exploration and slavery were in their infancy, racism was rife in England (Elizabeth I ordered that black people should be exiled). There was a belief in the Great Chain of Being, which placed God at the top, followed by angels, white people, black people, and animals.

## Literary Techniques

<b>Soliloquy</b>	An individual character in a play speaking their thoughts out loud to the audience when alone on the stage.
<b>Aside</b>	An individual character sharing their thoughts out loud to the audience and some characters on the stage, but not all of them.
<b>Dramatic Foil</b>	A character with qualities that highlight another character's; usually contrasting.
<b>Monstrous Imagery</b>	Refers to unnatural, deviant or immoral behaviour in the play. This demonic imagery alludes to complete, unstoppable and almost unspeakable destruction.
<b>Symbols</b>	<b>Animal imagery</b> <b>Disease</b> - one person's evil can infect another. <b>Sea</b> – Water symbolises purity and innocence. <b>The handkerchief</b> – Represents Othello's jealousy and suspicions of his wife. <b>Light</b> - white objects symbolise innocence, hope

# Year 9 – Knowledge Organiser HT 5

**Sequence** A list of numbers or objects in a special order.



**Ordinary Form**

Ordinary numbers are the numbers we use for counting and ordering.



**Term**

Each number in a sequence is called a term.

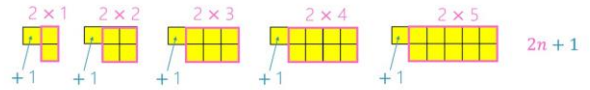
*Sequence:*



**$n^{\text{th}}$  term**

A formula that enables us to find any term in a sequence.

The  $n^{\text{th}}$  term formula is “the 2 times table, plus 1,” or  $2n + 1$ . We can see this in the images.



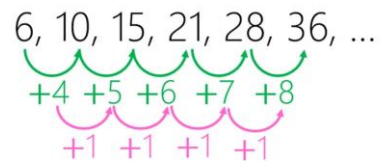
**Linear Sequence**

A sequence that has a constant increase/decrease between terms is called a linear sequence.



**Quadratic Sequence**

The first differences make a linear sequence. The second differences are constant.



**Fibonacci Sequence**

1, 1, 2, 3, 5, 8, 13, ...



Each term is the sum of the previous two.

**Geometric Sequence**

2, 6, 18, 54, 162, 486, ...

A sequence where we multiply or divide by the same number between terms.



**Inequalities 2**



Less than or equal to



Greater than or equal to



Shown on a number line with a closed circle.



Shown on a graph with a solid line.

**Inequalities 1**



Less than



Greater than



Shown on a number line with an open circle.



Shown on a graph with a dashed line.

**Standard Form**

$$x \times 10^n$$

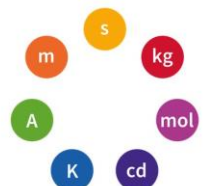
The power of 10 tells us how many place value columns up or down to move.

$$1 \leq x < 10$$

$n$  is an integer

**SI Units**

The International System of Units, internationally known by the abbreviation SI (from French *Système international d'unités*), is the modern form of the metric system.



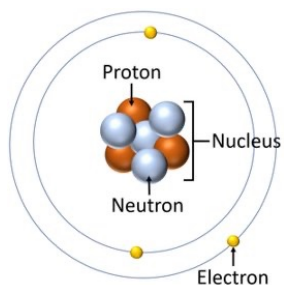


# Y9 Chemistry – Atomic Structure

**Mass number** – sum of protons and neutrons in the nucleus of an atom.

**Atomic number** – number of protons in the nucleus of an atom. It is also the number of electrons in a neutral atom.

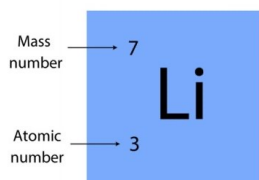
## The Atom



## Sub-Atomic Particles

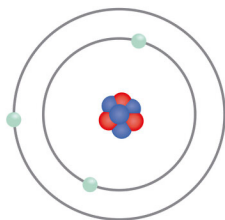
Particle	Mass	Charge	Found in
Proton	1	+1	Nucleus
Electron	Very small	-1	Outer shells
Neutron	1	No charge	Nucleus

## Electronic Arrangement



P = 3  
E = 3  
N = 4

1<sup>st</sup> shell – 2e<sup>-</sup> max  
2<sup>nd</sup> shell - 8e<sup>-</sup> max  
3<sup>rd</sup> shell – 8e<sup>-</sup> max



## Key information

The **atom** has a radius of **0.1nm (1x10<sup>-10</sup>m)**.

The **nucleus** has a radius of **1x10<sup>-14</sup>m**.

## More information

<https://www.bbc.co.uk/bitesize/topics/zcckk2p>

# Y9 Chemistry – Atomic Structure

## Dalton's Model

In 1803, John Dalton came up with the idea that all matter was made of atoms. He also suggested that the atoms were tiny spheres, which could not be divided. He used a wooden ball as a model.



## Rutherford & Marsden – Gold Leaf Expt

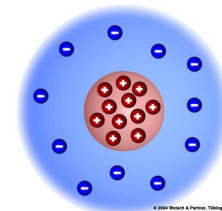
Between 1908 and 1911, Ernest Rutherford and Ernest Marsden shot a beam of alpha particles at a very thin piece of metal called gold leaf. The results from their gold leaf experiment suggested that an atom wasn't like a plum pudding.

## JJ Thomson

In 1897 JJ Thomson suggested that the mystery particles had a very small mass and they were called electrons.

## The Nuclear Model

In 1911, Rutherford and Marsden suggested that the atom had a positive nucleus with electrons moving around it and there was lots of empty space. This was called the nuclear model.



## Plum Pudding Model

In 1903, JJ Thomson suggested the 'plum pudding' model. He suggested that an atom was a ball of positive charges with negative electrons embedded in it – a bit like a plum pudding.



## Electron Shells – Niels Bohr

In 1913, Niels Bohr used theoretical calculations to adapt the nuclear model and suggest that electrons orbited the nucleus at specific distances, introducing the idea of electron shells.

## The Neutron – James Chadwick

In 1932, James Chadwick suggested that the nucleus contained two different types of particle, one of which had no charge. He had discovered the neutron.

## Keywords

Force	<i>Push or pull</i>	Stretch, squash, turn.
Contact force	<i>Exerted between two objects when they touch</i>	Friction, air resistance, tension.
Non-contact force	<i>Exerted between two objects without touching</i>	Gravity, electrostatic forces, magnetic forces.
Resultant force	<i>The overall effect of all of the forces acting upon an object</i>	Two forces acting in the same direction are added.
		Two forces acting in the opposite direction are taken away.
Scalar	<i>A quantity that only has magnitude (size)</i>	e.g. mass, time, speed, temperature, energy,
Vector	<i>A quantity that only has magnitude and direction</i>	e.g. force, velocity, momentum
Displacement	<i>Includes the distance and direction an object moves</i>	vector
Distance	<i>How far an object moves</i>	scalar
Velocity	<i>The speed of an object with direction</i>	Vector
Weight	<i>Force acting upon an object due to gravity</i>	Newton (N)
Mass	<i>How much matter</i>	Kilograms (Kg)
Gravitational field strength	<i>Gravity exerted around an object.</i>	Earth's gfs = 9.8N/kg
Centre of mass	<i>The weight of an object acts through a single point</i>	
Free body diagram	<i>Show magnitude and direction of all forces upon an object</i>	

## Force Diagrams

Free body diagram	<i>Show magnitude and direction of all forces upon an object</i>	
An arrow can be used to show vectors	<i>Length of arrow = magnitude of vector</i>	
	<i>Direction of arrow = direction of vector</i>	
Terminal velocity	<i>Weight of an object is balanced by resistive forces</i>	Object moves at a constant velocity. Resultant force = 0.

## Units

Speed / velocity	<i>Metres per second (m/s)</i>
Distance	<i>Metres (m)</i>
Force	<i>Newton (N)</i>
Mass	<i>Kilogram (Kg)</i>
Area	<i>Metres squares (m<sup>2</sup>)</i>
Weight	<i>Newton (N)</i>
Mass	<i>Kilograms (kg)</i>
Gravitational field strength	<i>Newton per kilogram (N/Kg)</i>
Work done	<i>Joules (J)</i>
Spring constant	<i>Newton per metre (N/m)</i>
Extension	<i>Metres (m)</i>

## Unit Conversions

Unit	<i>Newton (N)</i>	1N
Kilo	<i>Kilonewton (KN) = 1000</i>	1X 10 <sup>3</sup>
Mega	<i>Meganewton (MN) = 1000,000</i>	1 X 10 <sup>6</sup>

## Yr9 Forces & Pressure

## Equations

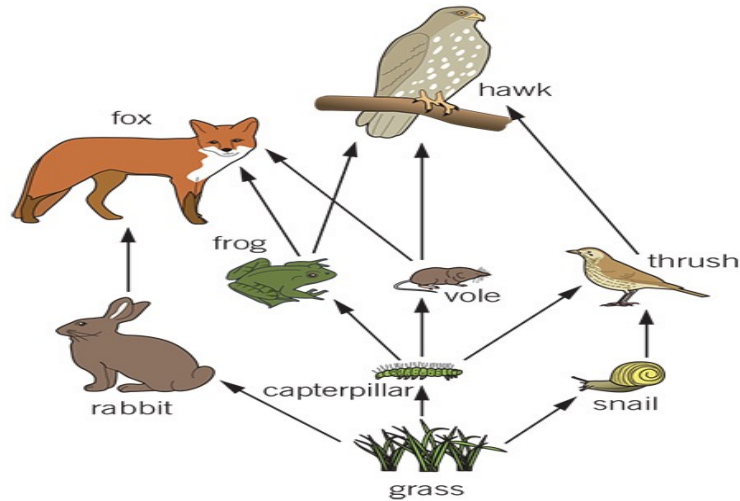
<b>Weight = mass X gravitational field strength</b>	$W = m \times g$
<b>Work done = force X distance moved</b>	$W = F \times s$
<b>Force = spring constant X extension</b>	$F = k \times e$
<b>Pressure</b>	$P = m/v$

## Forces on a Spring

Elastic deformation	<i>The object has been stretched but returns to its original length</i>
Inelastic deformation	<i>The object has been stretched but does not return to its original length</i>
Extension	<i>The difference between stretched and unstretched lengths</i>
Limit of proportionality	<i>Beyond this point the spring is permanently deformed</i>
Elastic Potential energy (EPE)	<i>Energy stored in a stretched spring</i>

# Y9 Biology - Plants & Ecosystems

## A Typical Food Web



## Food Chains

A **food chain** shows what an organism eats and the transfer of energy between organisms.

A **food web** is a set of linked food chains.

**Prey** are organisms eaten by another organism.

**Predators** are organisms that eat other animals.

## Testing a leaf for starch

1. Dip the leaf into hot water.
2. Place the leaf into a test tube.
3. Add **ethanol** to the test tube.
4. Place the test tube into a beaker of hot water (water bath).
5. Leave for a few minutes.
6. Remove the leaf from the ethanol and dip it into the hot water.
7. Place the leaf on a white tile and add **iodine**.
8. If the leaf turns **blue black**, starch is present.

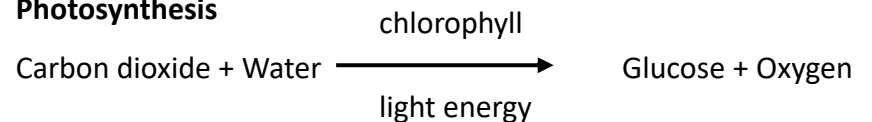
## Abiotic Factors

Availability of food  
Light intensity  
Temperature  
Moisture levels  
no Soil pH and mineral content  
breed  
Wind intensity and direction  
Carbon dioxide levels for plants  
Oxygen levels for aquatic animals

## Biotic Factors

New predators arriving  
New pathogens  
One species outcompeting  
another so the numbers are  
longer sufficient to

## Photosynthesis



# Y9 Biology - Plants & Ecosystems

## Required Practical – Random Sampling

- Working in pairs, mark out an area 10m x 10m using two measuring tapes.
- With eyes closed, one person picks out a co-ordinate value for the X-axis from a bag and stands at that point on the X-axis tape.
- With eyes closed, the second person picks out a co-ordinate value for the Y-axis from a different bag and stands on the Y-axis tape.
- On the count of 3, walk slowly in a straight line, until you meet your partner in the sample area.
- Put your quadrat on the ground.
- Count the number of daisy plants within your quadrat.
- Record the value on a data table.
- Repeat the experiment 10 times within the same sample area.

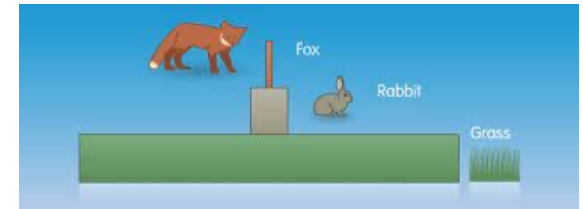
## Ecosystems – Key Definitions

An **ecosystem** is the name of the plants, animals, and the location that they live in. The area an organism lives in is called its **habitat**.

Plants and animals in the same habitat **co-exist**.

The number of plants or animals of the same type that live in the same area is called a **population**.

## Pyramid of Number



## Adaptations

Behavioural – Changes in behaviour

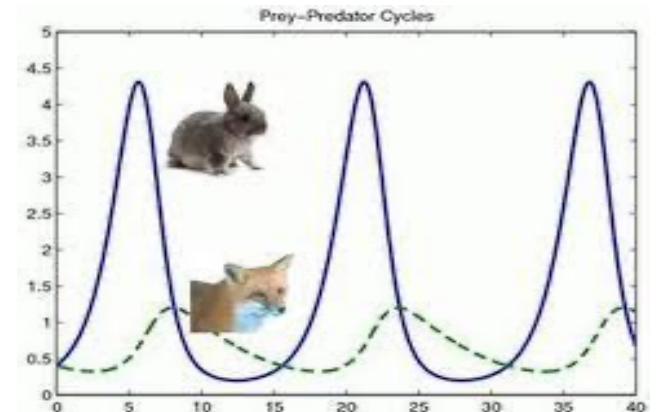
Structural – Changes to physical features

Functional – changes to processes

## More information

<https://www.bbc.co.uk/bitesize/topic/s/zxhhvcw/articles/zjh4r2p>

## Competition



As the predator numbers **increase**, the number of prey **decrease**.



## Key Chronological events of the Cold War

- **Atomic Bomb dropped on Japan, 1945**
- **End of WWII, 1945**
- **Berlin Blockade, 1948**
- North Korea invades South Korea, 1950
- Sputnik Satellite in space, 1957
- **Berlin Wall is built, 1961**
- **Checkpoint Charlie stand off, 1961**
- **Cuban Missile Crisis, 1962**
- USA sends troops into Vietnam War ,to combat rise of communism, 1965
- Neil Armstrong lands on the Moon, 1969 –starts US/USSR Power space race
- Détente, 1970's
- USSR invades Afghanistan, 1979
- **Berlin Wall collapses, 1989**



**Missile:** A weapon which is self-propelled or directed by remote control

# HISTORY – COLD WAR

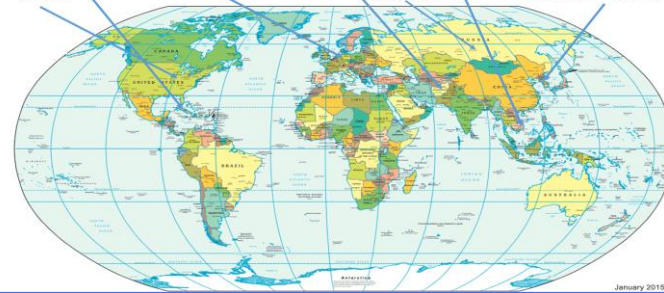
## Cuban Missile Crisis 1962

Cuba is a small Island close to the US – In 1959 a revolution by Cubans resulted in a Communist dictator called Castro Fidel ruling the country. This worried the Americans as Russia now had a communist ally very close to them.

**The Cuban missile crisis**, (October 1962), major confrontation that brought the United States and the Soviet Union close to war over the presence of Soviet nuclear armed missiles in Cuba.

## **Key countries in the Cold War conflict**

Cuba, Germany, Afghanistan, Vietnam, North and South Korea  
USA USSR



## Post WW2 Germany 1945-1989

At the end of WWII, Germany was divided into 4 zones controlled by USA, USSR, UK and France. A divide existed between the Capitalist West and the Communist East. Living standards in East Germany under Communism were worse than in the West, which led to huge migration from East to West Germany. The USSR tried to 'blockade' (stop this). This failed partly down to the West's Berlin airlift, leading to USSR building the Berlin Wall to keep Capitalism out. This remained in place throughout the Cold War until it collapsed in 1989 where it was seen as symbolically marking the end of the Cold War conflict.

## Cold War Glossary

**Superpower** is a very powerful and influential nation e.g. USA, Russia, China

**Cold War** is hostility between countries, mainly the USA and the USSR seen through words, threats, propaganda, fighting in other countries but not direct fighting between the USA and USSR.

**Communism** is a system of government where all property is owned by the government and resources allocated by the government

**Capitalism** is a system of government where private property and money can be made. The USA was Capitalist

**USSR** is the Union of the Soviet Socialist Republic. Also known as the Soviets and Russia.

**Soviet Satellite States/Eastern Block.** Eastern European countries under the control of the USSR during the Cold War

**Iron Curtain** was an invisible border separating the Capitalist West from the Communist East

**Berlin Blockade** was where the USSR stopped all rail and road access from the West into western controlled areas of Berlin

**Berlin Wall** was a wall built by the USSR along the border between East and West Berlin to stop people migrating to the West

**Cuban Missile Crisis** was the closest the USSR and the USA came to a nuclear war between each other in October 1962

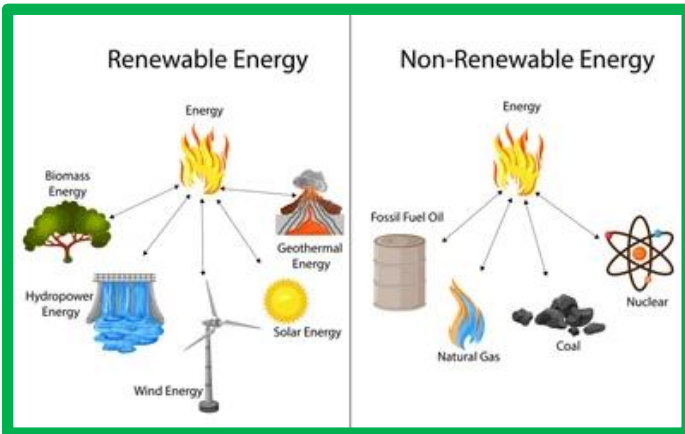
**Sputnik** was the world's first satellite in space, sent by the USSR

**Space Race** was the competition between the USA and USSR in space exploration

**Détente** is the easing of hostility between two nations



# Year 9 Geography– Consuming Resources



## Keywords:

**Resource consumption** – the use of natural resources such as food, energy and water

**Abiotic** – Non-living resources eg water

**Biotic** – Living resources eg trees

**Fossil fuels**- a natural fuel formed from the remains of living organisms

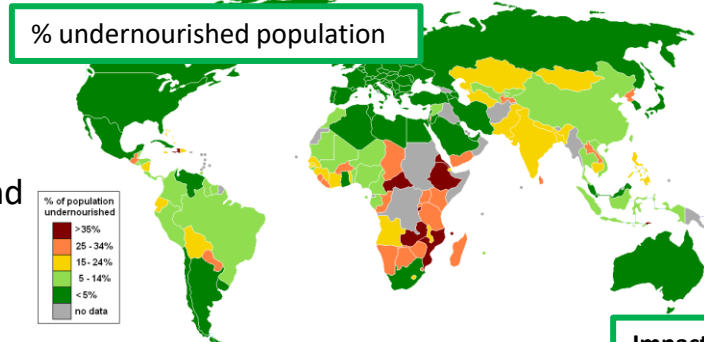
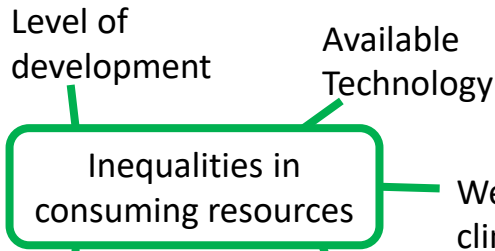
**Non-renewable**- resources that can no be replenished

**Renewable** – resources that can be replenished

**Fracking** – process of injecting liquid into the ground to break rocks and release gas

**Groundwater** – water held under ground in soils and rocks

**Energy Mix** – the range of energy sources used to meet the need for electricity



Impacts of using energy		
Social	Economic	Environmental
Needs are met	Rising prices as sources decrease	CO2 emissions from non-renewable sources
Allows technological advancements	Allows for development of industry and business	Resource extraction damages landscapes
Fossil fuels cause air pollution which could lead to health problems	Provides jobs	Using Renewable sources will reduce climate change
Inequalities grow between those with and without energy	Possible exploitation of a country's resources	Loss of greenfield sites as energy plants expand

### Sustainable energy for the future

**Biomass**

Energy obtained from plant & animal remains; e.g, burning wood produces heat energy

**Geothermal Energy**

Heat energy trapped underneath the earth's crust converted into electricity by steam turbines

**Ocean Energy**

Oceanic thermal and tidal energy converted into electricity by turbines and other systems

**Hydrogen**

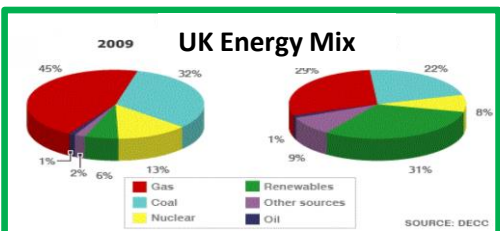
Hydrogen's potential chemical energy converted into electricity by Hydrogen fuel cells

## Impacts of non-renewable energy

Positive	Negative
Creates jobs	Pollute air
Reliable	Will run out
Affordable	Release co2

## Impacts of renewable energy

Positive	Negative
Creates jobs	Expensive to install
Low pollution	Less reliable
Infinite	Disrupts ecosystems



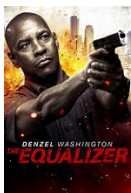
Key Vocabulary : Les Types de Films (Types of Films)

un dessin animé



a cartoon

un film d'action



an action film

un film d'horreur



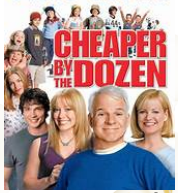
a horror film

un film de guerre



a war film

une comédie



a comedy

un film d'arts martiaux



a martial arts film

un film d'amour



a love film

un film de science-fiction



a science-fiction film

un film policier



a police film

Le Vocabulaire du Cinéma (Cinema Vocabulary)

Popcorn: Le pop-corn  
 Tickets: Les billets  
 Drinks: Les boissons  
 Screen: L'écran  
 Seats: Les sièges

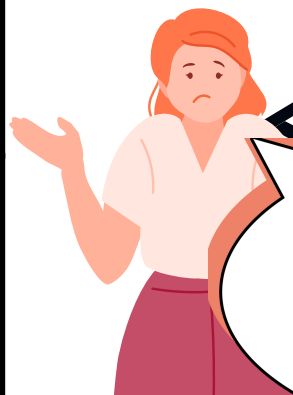
Movie Theater: Le cinéma  
 Film Director: Le réalisateur  
 Actor: L'acteur (m) / L'actrice (f)  
 Soundtrack: La bande sonore  
 Subtitles: Les sous-titres

Key Language in Context



Tu veux voir un film d'action?

Do you want to see an action film?



Non. Je n'aime pas les films d'action.

No. I don't like action films..

Remember to change "un" to "les" with opinions.

Expressing Likes and Dislikes of Films

**J'adore** les dessins animés ! (I love cartoons!)  
**Je déteste** les films d'horreur. (I hate horror films.)  
**J'aime bien** les films d'amour. (I quite like love films.)  
**Je n'aime pas du tout** les comédies. (I don't like comedies at all.)  
**J'adore regarder** les films de guerre. (I love watching war films.)  
**Je n'aime pas** les documentaires. (I don't like documentaries.)

Justifications

c'est intéressant – it's interesting  
 c'est passionnant – it's exciting

c'est amusant – it's fun/amusing  
 ça me fait rire – it makes me laugh

ce n'est pas pour moi – it's not for me  
 c'est trop violent – it's too violent

c'est ennuyeux – it's boring  
 ça me fait peur – it frightens me

The Perfect Tense

The perfect tense in French is called "le passé composé." It is one of the past tense forms used to describe actions that have been completed in the past. The passé composé is formed using the auxiliary verb "avoir" (to have) or "être" (to be), followed by the past participle of the main verb.

**Formula**

Subject + present tense of avoir + past participle of main verb

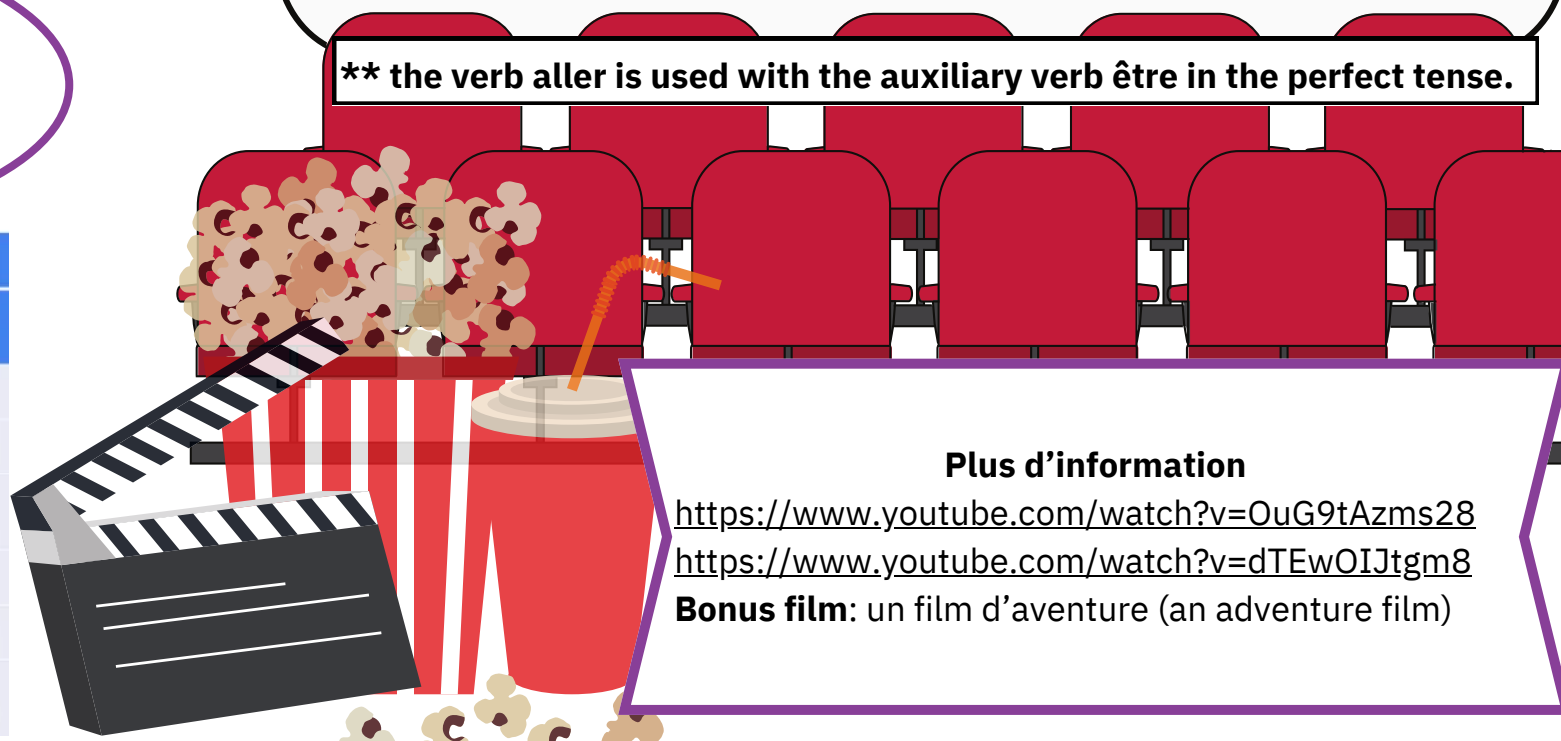
Verb Avoir in French	
French	English
J'ai	I have
Tu as	You have
Il a Elle a	He has She has
Nous avons	We have
Vous avez	You have
Ils ont Elles ont	They have

The Perfect Tense in Relation to the Cinema

Exemples

- J'ai **vu** un bon film hier soir. (I saw a good movie last night.)
- J'ai **regardé** une comédie ce week-end. (We watched a comedy weekend.)
- Tu as déjà **vu** ce film ? (Have you already seen this movie?)
- Ils ont **acheté** des billets pour aller au cinéma. (They bought tickets to go to the movies.)
- Nous avons **mangé** du pop-corn pendant le film. (We ate popcorn during the movie.)
- Je suis **allé** au cinema la semaine dernière. (I went to the movies last week. \*\*

**\*\* the verb aller is used with the auxiliary verb être in the perfect tense.**



**Plus d'information**

<https://www.youtube.com/watch?v=OuG9tAzms28>

<https://www.youtube.com/watch?v=dTEwOIJtgm8>

**Bonus film:** un film d'aventure (an adventure film)



	1st	2nd	3rd	4th
5				
4	→			
3		↗		
2			↘	
1				↙
	妈 mā Mother	麻 má Numb	马 mǎ Horse	骂 mà To scold

NOTE: there is also a 5th neutral tone

# Year 8 & 9 Mandarin

汉字笔画名称表

点	横	竖	撇	捺	提	横折	横撇
丶	一	丨	丿	㇇	㇀	𠃍	𠃊
横钩	横折钩	横折提	横折弯	横折折	横斜钩	横折弯钩	横撇弯钩
→	𠃌	㇇	㇇	㇇	㇇	㇇	㇇
横折折撇	横折折折	横折折折钩	竖提	竖折	竖钩	竖弯	竖弯钩
㇇	㇇	㇇	㇇	㇇	㇇	㇇	㇇
竖折撇	竖折折	竖折折钩	撇点	撇折	斜钩	弯钩	卧钩
㇇	㇇	㇇	㇇	㇇	㇇	㇇	㇇

Teaching Mandarin in the four skills is essential at CPOA. The focus of Mandarin learning is to understand the basics of the language and develop the four skills. By 'the basics of the language,' it means the following:

**Pinyin** Hanyu *pinyin*, the phonetic symbols for Chinese characters, is the system to transcribe Mandarin Chinese sounds into a Latin alphabet. Drillings of pinyin and tones should be the priority throughout the lessons. It is essential to teach pupils how to mark the tonal marks as well.

**Tones** Mandarin Chinese is a tonal language. To differentiate meaning, the same syllable can be pronounced with different tones. It is essential to teach the tones at CPOA. This means that when new words are taught, tones should be drilled until pupils can pronounce the words with accurate tones.

**Strokes** Strokes are a series of lines that make up a character. There are a limited number of strokes. Each type of stroke is always written in the same direction, such as from left to right for a horizontal stroke. Names of basic strokes should be taught together with stroke order and stroke number.

**Radicals** Radical are parts of Chinese characters which can give you clues about the meaning of the character. It is essential to introduce radicals or component(s) when teaching a new character. With vocabulary tests, radicals should be included when necessary.

## Grammar

**Measure words** Chinese requires specific measure words for different types of nouns. These measure words indicate the quantity, shape, or some other characteristic of the noun they accompany. 个, 岁, 年, 只, 天, 本, 口; with 每 to mean 'every'.

**Verbs** modal verbs: 会, 想, 要; experiential suffix: 过.

**Interrogatives** questions using the interrogative: 几.

**Dates and time** giving the time and date.

**Comparatives** use of 比; use of 比较 + adjective

**Chinese society:** academic pressure on secondary school students; dowry; left-behind children.

## Culture Experience



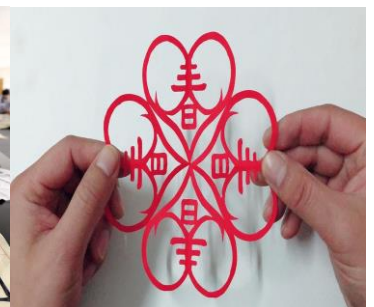
Taiji



Chopsticks



Chinese Calligraphy



Chinese paper cutting

**YEAR 9 – SURFACE PROJECT (2D & 3D)**

**Unit 9A - Art Brief:**  
Produce a piece of artwork for the Sainsbury Centre for Visual Arts on the theme of Surface.



**About...**

Artist: **Vincent Van Gogh**  
Nationality: **Dutch**  
Dates: **13<sup>th</sup> March 1853 – 29<sup>th</sup> July 1890**

**Vincent Willem van Gogh** was a Dutch Post-Impressionist painter who became one of the most famous and influential figures in the history of Western art.

In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of date from the last two years of his life. They include landscapes, still lives, portraits, and self-portraits characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art.

He was not commercially successful struggling with depression and poverty. He committed suicide at age 37.



**VINCENT VAN GOGH**

**Van Gogh Art Style:**

- Bright colours
- Thick brushstrokes
- Colour dashes
- Post-Impressionist
- Conveys Mood
- Swirls
- Textured paint
- Portraits
- Landscapes
- Sombre

**Watch this!**

<https://www.youtube.com/watch?v=3q5fuVFWe0Q>

**Other Surface Artists/Cultures:**



**Student final pieces (artist inspired)**

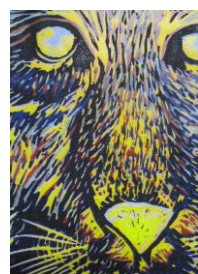


**Banksy - Sport**



**Aztec – Flower**

**GCSE artwork inspired by artist Vincent Van Gogh:**



**2D Key words and definitions**

**Natural:** existing in or derived from nature; not made or caused by humankind.

**Forms:** the visible shape or configuration of something.

**Annotation:** a note by way of explanation or comment added to a text or diagram. Annotation should be added around artist pictures and your own drawings.

**Critical analysis:** a piece of writing about an artist's picture or your own work. A critical analysis should include the key art elements and your own comments.

**Contemporary:** belonging to or occurring in the present. Reference to a 'Contemporary artist' means an artist which is currently practising.

**Experiments:** testing out a range of 2D materials and discussing which ones work well.

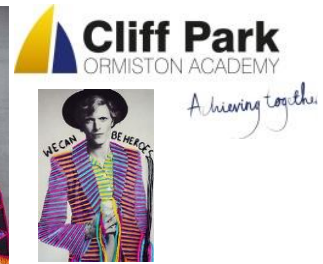
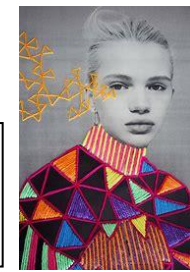
**Composition:** how to arrange or organize the visual components of an artwork in a way that is pleasing to the artist and the viewer.





## Year 9 Textiles Portrait Project (Embroidery)

**Unit 9C - Art Brief:** The National Portrait Gallery in London is looking for talented artists to produce a piece of 2D artwork containing textiles on the theme of Self-portrait.



# VICTORIA VILLASANA

## About...

Textile Artist: **Victoria Villasana**  
Nationality: **Mexican**  
Dates: **1982 - ...**

Victoria Villasana was born in 1982 in Guadalajara, Mexico. After studying design at university in Mexico, she spent over a decade in London where she became well known in the street art community for her rebellious femininity and acute cross-cultural imagery.

The dynamism in her work derives from the way the yarn is left uncut, far below the frame, giving a surreal aesthetic reflecting in the acceptance of transience and imperfection. Now residing in Mexico, her work is shown in exhibitions around the world.

Victoria Villasana  
Art Style:

- Street Art
- Bold
- Embroidered words
- Bright colours
- Portraits
- Patterns
- Colourful
- Embroidery
- Sewing on paper
- Photograph embroidery

## Watch this!

Useful Clips about Victoria's creative process:  
• [https://victoriavillasana.com/my\\_creative\\_process/](https://victoriavillasana.com/my_creative_process/)

Other Portrait Textile Artists:  
**Sue Stone**



## 2D Key words and definitions

### Portrait

A painting, drawing, photograph, or textile piece of a person, especially one depicting only the face or head and shoulders.

### Embroidery

The art or process of forming decorative designs with hand or machine needlework.

### Running Stitch

A simple needlework stitch consisting of a line of small even stitches that run in and out through the cloth without overlapping.

### Couching Stitch

Couching is a technique in which yarn or other materials are laid across the surface of the ground fabric and fastened in place with small stitches of the same or a different yarn.

### Back Stitch

A stitch sewn one stitch length backward on the front side and two stitch lengths forward on the reverse side to form a solid line of stitching on both sides.

### Straight Stitch

A single short separate embroidery stitch.

### French Knot

A decorative stitch made by winding the thread one or more times around the needle and drawing the needle back through the material at the point where it came out.

### Chain Stitch

An ornamental stitch in which loops are crocheted or embroidered in a chain.

Student responses: Villasana with Picasso



Portrait photograph  
+ embroidery →  
= Victoria Villasana portrait







# Year 9 Portrait Project (2D & Textiles)

**Unit 9C Art Brief:** Produce a portrait in the Pablo Picasso and Victoria Villasana art styles for the National Portrait Gallery in London.



## Who is he!

Artist:  
**Pablo Picasso**  
Nationality:  
**Spanish**  
Dates: **1881 - 1973**

- Pablo Picasso is regarded as one of the greatest and most influential artists of the 20th century.
- He is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore.
- Picasso's work is often categorized into periods. The most commonly accepted periods in his work are the Blue Period (1901–1904), the Rose Period (1904–1906), the African-influenced Period (1907–1909), Analytic Cubism (1909–1912), and Synthetic Cubism (1912–1919).



**Watch this!**  
YouTube – Watch Picasso Draw a Face (1.21 minutes)

### Pablo Picasso Art Style:

- Abstract art
- Black outlines
- Patterns
- Bright colours
- Still life
- Lines and circles
- Portraits
- Cubism

# PABLO PICASSO



### Other Artists who create portraiture:



Victoria Villasana



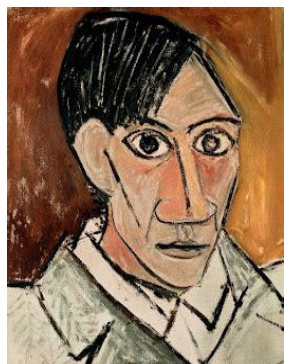
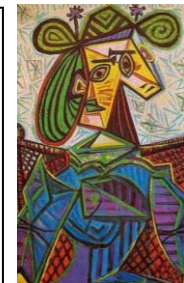
Frida Kahlo



Kehinde Wiley

### 2D Key words and definitions

1. **Distorted:** Pulled or twisted out of shape, contorted.
2. **Different viewpoints** Looking at a scene from different places.
3. **Geometric:** Using straight or curved lines in a design.
4. **Gestural marks:** Free flowing marks applied by an artist using paint or other art medium.



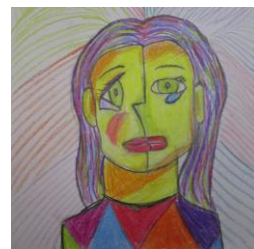
### Self - portrait



### Student portrait final pieces:



Picasso inspired:



Picasso & Villasana inspired



# Knowledge Organiser

## Formal Elements

### Shape

Do you see geometric (straight edged) or organic (curvy) shapes? Which are they?

### Focus

Which areas appear clearest of sharpest in the photograph

### Space

Is there depth in the photograph or does it seem shallow? Is perspective (getting smaller into the distance) used? Is there negative/positive space?

### Light

Which areas of the photograph are the brightest? Are there any shadows? Is the light natural or artificial? Is the light reflected or direct?

### Texture

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

### Line

Are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction?

### Value/Tone

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

### Repetition

Are there any objects, shapes, or lines that repeat and create a pattern?

## Photographers

**Hugo Thomassen** - Still Life/Tone/Shadows, Shape/Space

**Nick Albertson** - Shape, Repetition, Line, Colour

**Paul Strand** - Line/Value/Tone

**Cherry Archer** - Colour, Focus, Texture, Light

## Key Links

### Understanding the formal elements of photography

<https://focus.picfair.com/articles/7-formal-elements-photography>

### Masking in Photoshop

<https://digital-photography-school.com/understanding-masking-photoshop/>

## Core Vocabulary

**DSLR Camera** - 'Digital single-lens reflex camera'. A camera is a device for recording visual images.

**Lens** - The light-gathering device of a camera that focuses and disperses a light beam by means of refraction.

**Composition** - The way the visual elements are arranged within the photograph.

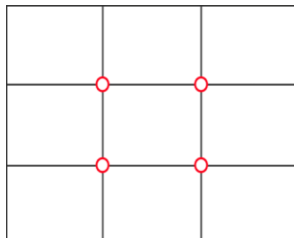
**Tone** - The lightness or darkness of a colour, hue or shade.

**Abstract** - Abstract art is a non-objective art form that breaks tradition. You are not often able to identify the photographed subject.

## Core Photoshop Knowledge

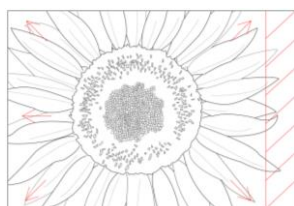
- **Curves** adjustment lets you choose the section of the tonal scale you want to change. On the Levels graph, the upper-right area represents the highlights, while the lower-left area represents the shadows.
- **Hue and Saturation**, allows you to change the overall colour hue of your image, as well as how saturated the colour is.
- **Layer Masking** is a non-destructive way of hiding or editing a specific part of your image.

## Composition



### Rule of Thirds

The composition used most often in photography is the Rule of Thirds, which uses a 3x3 grid to create nine equal sections with four points of interest. One technique includes placing your main subject in one third of the grid, leaving two thirds open as demonstrated below. Another technique is to place your subject in two thirds of the grid, leaving one third open.



### Fill the Frame

Filling the frame is the technique of composing an image so that positive space (the object) takes up most or all of the frame. The single subject, is framed close up so that it literally fills the frame, and you can see all the details.



Rule of Thirds



Positive Space



Leading Lines



Rule of Odds



Using Triangles



Pattern



Depth of Field



## Core Knowledge

- Graphic Design Principles:** Understanding of fundamental principles such as contrast, balance, alignment, and repetition.
- Typography:** Knowledge of different typefaces, fonts, and their characteristics, as well as an understanding of typographic hierarchy.
- Imagery:** Understanding of the role of imagery in design, including selection, manipulation, and use of visuals to convey mood and message.
- Layout and Composition:** Knowledge of layout principles and techniques for organizing elements on a page or screen to create visually appealing designs.
- Color Theory:** Understanding of basic colour theory concepts, including colour harmony, contrast, and the psychological effects of colour.

**Graphic Design Software:** Familiarity with graphic design software such as Adobe Photoshop or Canva, including basic tools and functions for creating digital designs.

## Core Skills:

- Creativity:** Ability to generate original ideas and approaches to design challenges.
- Critical Thinking:** Capacity to analyze and evaluate design choices based on principles, context, and audience.
- Technical Proficiency:** Competence in using graphic design software to create and manipulate digital designs.
- Communication:** Ability to articulate design concepts, rationale, and decisions effectively, both verbally and visually.
- Problem-Solving:** Skill in identifying and addressing design problems or limitations to achieve desired outcomes.

**Overview:** The CD Cover Design Project aims to engage in a creative exploration of graphic design principles and techniques through the medium of CD cover design. Intend to delve into various aspects of graphic design, including typography, imagery, layout, color theory, and the use of graphic design software. Through this project, we will not only develop their technical skills but also creativity, critical thinking, and ability to communicate visually.

## Aim:

Students will develop their understanding of graphic design principles and techniques through the creation of a CD cover. They will explore elements of design such as typography, imagery, layout, and colour to communicate the mood, genre, and message of the music album.

## Project Objectives:

- Understanding Graphic Design:** Introduce students to the fundamental principles of graphic design and their application in CD cover design.
- Exploring Design Elements:** Explore the role of typography, imagery, layout, and color in conveying mood, genre, and message.
- Developing Technical Skills:** Familiarize students with graphic design software and equip them with the necessary skills to create digital designs.
- Encouraging Creativity:** Encourage students to experiment with design elements and techniques to express their creativity.
- Promoting Reflection:** Foster critical thinking and reflection on design choices, allowing students to analyse and justify their decisions.
- Cultivating Presentation Skills:** Provide opportunities for students to present their designs to their peers, promoting communication and self-expression.

## Key Terminology

- Contrast:** The juxtaposition of different elements in a design to create visual interest and emphasis.
  - Typography:** The art and technique of arranging type to make written language legible, readable, and appealing.
  - Hierarchy:** The arrangement or presentation of elements in a way that implies importance or order.
  - Composition:** The arrangement of visual elements in a design to create a unified whole.
  - Color Harmony:** The combination of colors in a way that is aesthetically pleasing and balanced.
  - Layout:** The arrangement of visual elements on a page or screen, including text, images, and whitespace.
  - Raster Graphics:** Images made up of pixels, suitable for editing and manipulation in graphic design software.
  - Vector Graphics:** Images made up of mathematical shapes and lines, scalable without loss of quality.
  - Resolution:** The level of detail in an image, often measured in pixels per inch (PPI) or dots per inch (DPI).
- Mockup:** A realistic representation or model of a design, often used for presentation or testing purposes.

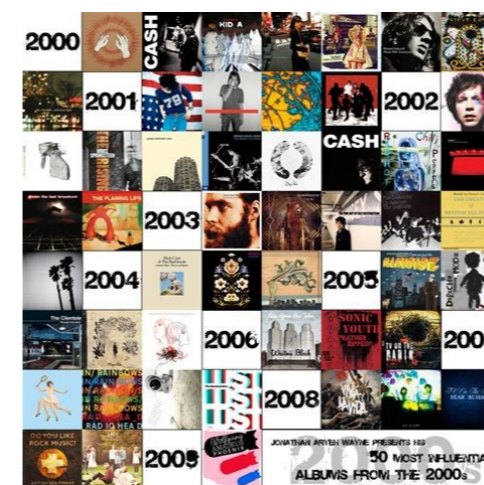
## Key links—further study

- [Unit - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/)
- [Copyright overview - Copyright and intellectual property - KS3 ICT Revision - BBC Bitesize](#)

## Maritime links



## Time line:



## Revision Checklist

- I understand graphic design over the decades
- I can work through a client brief
- I understand the impact of the different elements (colour, Typography, etc)
- I can evaluate mine and peers work and provide feedback
- I can Save and export my work to the correct file type.

## Core Knowledge

### Design Context

1. In a world where resources are becoming more expensive and less readily available, product designers and engineers have the opportunity to design and manufacture more environmentally friendly products.
2. With the increase in the number of rescues made at sea sound amplification is vital part of rescue systems to help save lives.

### Design Brief

You will design and make a sound amplification system that will amplify sound from your mobile phone, tablet or computer. You will need to consider how you can reuse and recycle materials to create an individual, successful design.

### The 6R's of Sustainable Design

Sustainable design **always** needs to be consider when designing a new product. If a design is sustainable it means:

- It can be **carried on** for a long period of time.
  - Being sustainable means doing little or no harm to the **environment**.
  - Materials the product is made from are sustainable
1. **Reduce**— Cut down on the amount of products and services you use
  2. **Reuse** -Take a product / item and repurpose it for a different item
  3. **Recycle**— Recycle what you cannot reduce, re-use or repair, have a product that is made from materials that can be recycled and turned in to another product.
  4. **Refuse**- Don't buy something you don't need. Refuse to buy products that cannot be recycled or reused
  5. **Rethink**—Be mindful of what you buy. Ask yourself if you really need something
  6. **Repair**—Fix, don't replace your products

### Product Analysis

When developing a new design, it is useful to analyse existing products to see how successful they have been and identify any areas where they could be improved.

## Technical Understanding

Sound waves are produced by a vibrating object . Everything that makes a sound must have a part that vibrates. Sound waves are produced by all vibrating object. Sounds travel at different speeds through gases, solids and liquids.

The particles in gases are further apart than liquids, and so sound travels slower in a gas than a liquid.

Sound waves can reflect off surfaces, we hear reflected sound as an **echo**.

### For a sound to be heard you need three things:

1. A vibrating object
2. A material for the sound wave to travel through, such as air (we call this a medium)
3. Something to detect the sound e.g. your ear.

### Sound at Sea

Both natural and human-made sounds occur in the ocean. Natural sounds come from marine life and naturally occurring events like underwater earthquakes. Human-made sounds come from things such as ships, underwater exploration, military sonar, and underwater construction. Because water is denser than air, sound travels faster and farther in the ocean. Human noise can have an impact on marine life such as impacting communication or causes stress.

Sound is also used by the coast guard and life boats to rescue and support boats/ships that are in distress. Distress signals are sent by boats or people who need help at sea. Distress signals consist of saying 'Mayday', sending morse code, firing a gun/ explosive at minute intervals or transmitting a digital distress signal over the radio.

## Key Terminology

**Brief** defines the problem you have to solve

**Context** Starting point/introduction/ sets the scene

**Amplification** To make sound louder

**Sound** something that you can hear or that can be heard

**SONAR** a system for the detection of objects under water. **SONAR** uses sound waves to map or locate objects in the surrounding environment.

**Echo** a sound caused by the reflection of sound waves from a surface back to the listener.

**MDF** Medium Density Fibreboard

**Material** what a product is made from  
**Net** a two-dimensional (2-D) shape, which when folded makes a three-dimensional

**Prototype** model of a product from which improvements and changes can be made.

**Annotation** writing key information alongside your work

**Medium** what sound travels through

## Key links—further study

<https://dosits.org/science/sounds-in-the-sea/people-animals-use/>

<https://rnli.org/safety/how-to-call-for-help-at-sea>

<https://practicalaction.org/the-6-rs/>

## Maritime links

Sound use to rescue people at sea

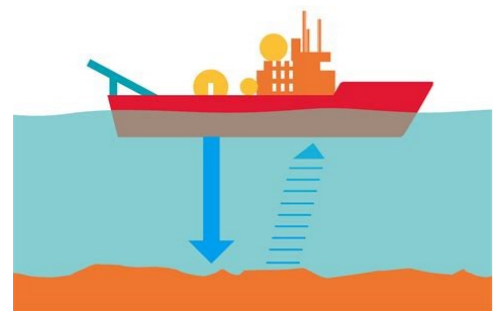
Sound used to detect objects in the sea

Communication at sea

Warning systems.



## Supporting Diagrams/pictures



SONAR

## ACCESS FM is a means of analysing your design

- A** - Aesthetics (meaning appearance)
- C** - Cost (meaning a price range)
- C** - Customer (meaning the person who wants to buy it)
- E** - Environment (meaning where it is used and how eco-friendly it is)
- S** - Safety (meaning how safe it is)
- S** - Size (meaning how big it is)
- F** - Function (meaning what job it does)
- M** - Materials (meaning what materials would you need to make it)



Example existing product

## Revision Checklist

- I understand what SONAR is
- I can use ACCESSFM to carry out a product analysis
- I understand how sound travels
- I can discuss how sound is used at sea
- I have considered sustainable materials when designing my amplifier



# Year 9 Food Technology Knowledge Organiser



Food provenance means where the ingredients and the foods originally come from. Your food can be grown, reared & caught.

Scotland



UK



Mexico



New Zealand

Mediterranean



Greece



The British Lion mark is the UK's food safety scheme that relates to eggs. All eggs that carry the British Lion mark have been produced under the requirements of the British Lion Code of Practice which ensures the highest standards of food safety.

## Key Terminology

**The Eatwell Guide:** A healthy eating model showing the types and proportions of foods needed in the diet.

**Food provenance:** Knowing where food was grown, caught or raised and how it was produced.

**Allergens:** Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.

**Adolescence:** is a period of rapid growth and development and is when puberty occurs

**Food spoilage:** The action of enzymes or microorganisms which make the food unacceptable to consume.

**Bacteria:** Small living organisms that can reproduce to form colonies.

**Cross-contamination:** The transfer of bacteria from one source to another.

**Seasonality:** Food grown at a particular time of year.

### Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

### Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a



### Adolescence

The demand for energy and most nutrients are relatively high:

**Boys need more protein and energy than girls for growth**

**Girls need more iron than boys to replace menstrual losses**

### PREVENT CROSS CONTAMINATION

USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

RAW MEAT

RAW FISH

COOKED MEATS

SALADS & FRUITS

VEGETABLES

DAIRY PRODUCTS

### Food allergies

A food allergy is caused by your immune system overreacting to certain types of food. Food allergies can be deadly and can lead to anaphylaxis shock

### Food intolerance

A food intolerance is when you have difficulty digesting certain foods or ingredients in food. It's not usually serious, but eating the food you're intolerant to can make you feel unwell.

### Food contamination:

can lead to food poisoning. There are three ways which food can be contaminated: bacterial, chemical and physical.



### Revision Checklist

- The Eatwell guide
- Health & safety in the classroom
- Food allergies
- Food intolerance
- Food provenance
- Nutritional needs of adolescence
- Food contamination
- Cross contamination
- Colour coded chopping boards

[Eat well \(11-14 Years\) - Food A Fact Of Life](#)



# SOUNDTRACKS

## Exploring Film Music



### A. The Purpose of Music in Film

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

### D. Leitmotifs

**LEITMOTIF** – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a “subtle hint” to the listener e.g. the “Jaws” Leitmotif



### B. How the Elements of Music are used in Film Music

**PITCH AND MELODY** – **RISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME**. **Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound. **DYNAMICS** – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horro Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to ‘shock the listener’. **HARMONY** – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY OR CHORDS** for “good” and **DISONANT HARMONY OR CHARDS** for “evil”. **SEVENTH CHORDS** often used in Westerns soundtracks. **DURATION** – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense. **TEXTURE** – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles. **ARTICULATION** – **LEGATO** for flowing or happy scenes, **STACCATO** for ‘frozen’ or ‘icy’ wintry scenes. **ACCENTS (>)** for violence or shock. **RHYTHM & METRE** – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for “Big Themes” in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds e.g. horses.

### C. Film Music Key Words

**SOUNDTRACK** – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download. **MUSIC SPOTTING** – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film. **STORYBOARD** – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack. **CUESHEET** – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately. **CLICK TRACKS** – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of ‘clicks’ (often heard through headphones) – used extensively in cartoons and animated films. **DIEGETIC FILM MUSIC** – Music within the film for both the characters and audience to hear e.g. a car radio, a band in a nightclub or sound effects. **NON-DIEGETIC FILM MUSIC** – Music which is put “over the top” of the action of a film for the audience’s benefit and which the characters within a film can’t hear – also known as **UNDERScore** or **INCIDENTAL MUSIC**.

### E. History of Film Music

Early films had no soundtrack (“**SILENT CINEMA**”) and music was provided live, usually **IMPROVISED** by a pianist or organist. The first **SOUNDTRACKS** appeared in the 1920’s and used existing music (**BORROWED MUSIC** – music composed for other (non-film) purposes) from composers such as Wagner and Verdi’s operas and ballets. In the 1930’s and 1940’s Hollywood hired composers to write huge Romantic-style soundtracks. **JAZZ** and **EXPERIMENTAL MUSIC** was sometimes used in the 1960’s and 1970’s. Today, film music often blends **POPULAR, ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.

### F. Film Music Composers and their Soundtracks



**Jerry Goldsmith**  
Planet of the Apes  
Star Trek: The Motion Picture  
The Omen  
Alien



**John Williams**  
Star Wars  
Jaws  
Harry Potter  
Indiana Jones  
Superman, E.T.



**James Horner**  
Titanic  
Apollo 13  
Braveheart  
Star Trek II  
Aliens



**Ennio Morricone**  
The Good, The Bad and The Ugly  
For a Few Dollars More  
The Mission



**Danny Elfman**  
Mission Impossible  
Batman Returns  
Men in Black  
Spider Man



**Hans Zimmer**  
The Lion King  
Gladiator  
Dunkirk  
Blade Runner 2049  
No Time to Die



**Bernard Herrmann**  
Psycho  
Vertigo  
Taxi Driver



# Year 9 Physical Knowledge Organiser— Summer Half Term 1

## HEAD

**HD8** Be able to coach peers in development of new skills and refinement of existing skills

Utilise the **STEP** principle in delivery of sessions—See link below for more information

Click [HERE](#)

It is important to use modelling to support your delivery. This could be done by yourself, Another member of the group or a video example— which ever you chose ensure their technique is correct.

When watching participants give them some feedback making sure you tell them what their strengths are but also what they need to improve and how they could do it.

Be supportive in your coaching and think about giving clear instructions.

## Hands

**HT8**—Develop an understanding of fitness tests

We sometimes have to test individuals fitness to understand how fit they are by looking at their strengths and weaknesses. This allows us to plan a program of activities for them to get fitter. It also gives them a starting point so they can see if they improve.

You will come across some of the following tests. More information— [HERE](#)

### Cardiovascular fitness

- Cooper Test
- Multistage fitness test

### Muscular Endurance

- 30sec sit-up/press-up test

### Flexibility

- Sit and reach test

### Balance

- Stork stand

### Agility

- Illinois Agility Test

## Hands

**HS8** Consolidate skills, techniques and tactics and apply in competitive situations

**Skills**—learned abilities that athletes acquire through training and practice

**Techniques**— practical movements applied to a particular task

These will have been practiced in closed drills before you have put them in to practice in a competitive situation

**Tactics**—these can be split into 3 areas

- **Tactical knowledge**—your ability to know what to do in specific situation such as who is receiving a centre pass in netball or when to play an attacking shot in table tennis.
- **Tactical skills**—your ability to perform a given skill in a competitive situation without thinking about it such as performing an accurate long pass in football or waiting for a sprint finish in a 1500m race
- **Tactical ability**—your ability to execute a tactical skill with a positive outcome

More information can be found [HERE](#) or [HERE](#)

## Activity #1 is Athletics

You will take part in...

Running—sprints/middle distance/Relays

Jumps—High jump/Long Jump/Triple jump

Throws—Shot/Javelin/Discus

You will then start a 2nd activity either, striking and fielding and a net game such as Tennis

## Strike and Field

Throwing Catching

Batting Tactical batting

Bowling Fielding positions

Fielding tactics—chain play/  
Backing up

## Net Games

Net Baseline Service Line

Forehand Backhand

Service Smash Volley

Lift Lob Clear