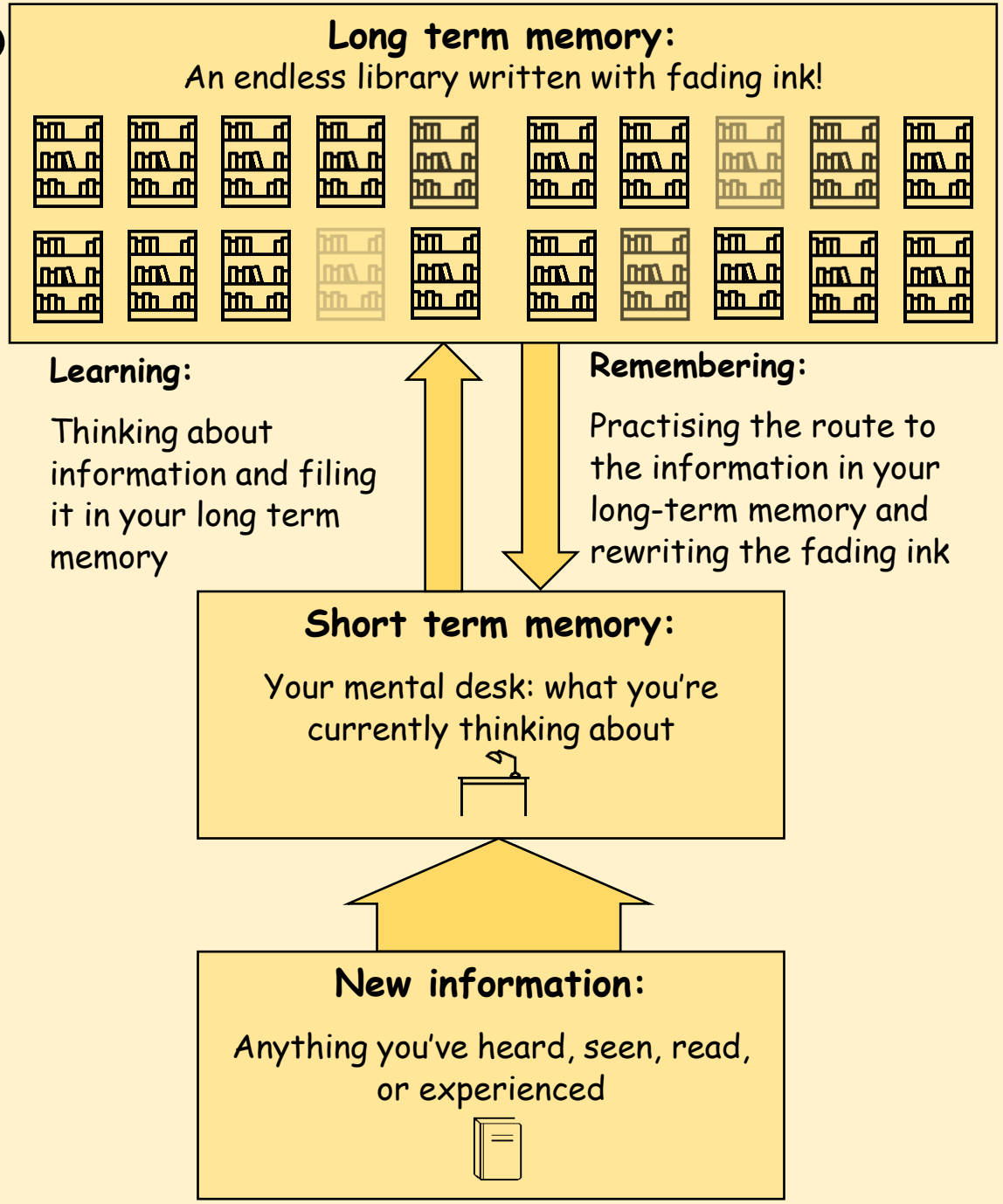
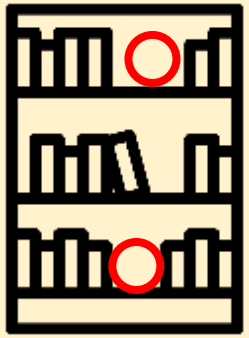
Yr7 - How do I practice?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.

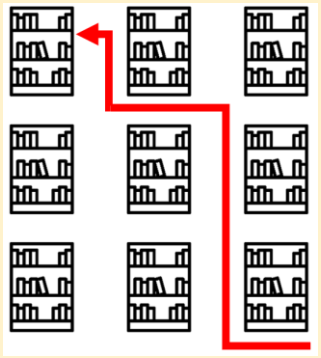


Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.

2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

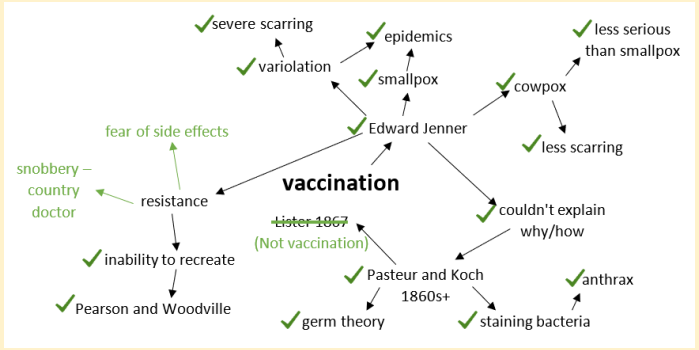
Strategies to try:

Use your exercise book to help create these revision resources.

Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

Writing a concept map:



Watch videos:

Flashcards:

osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:

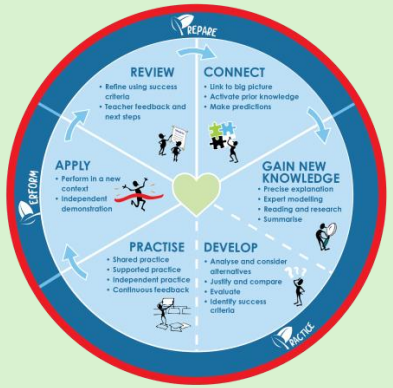
Online platforms:

Year 7- Star Curriculum: English

Topics to revise:

- Use of persuasive language methods
- Use of vocabulary, punctuation and sentence for effect
- Coral reefs- importance and threats

Emotive Language	Language that is powerful and evokes a strong response in the reader.
Rhetorical question	A question that isn't intended to be answered. It is used to get the reader/listener to think.
Hyperbole	Exaggerated statements not intended to be taken literally.
Facts and statistics	Information that can be proven with evidence- this may include numbers.
Expert opinion	When you use something that someone knowledgeable has said to add evidence to your argument.
Use of personal pronouns	The use of 'you,' 'we,' and 'us' in order to try to convince the reader that they are directly involved and the issue impacts them.



Use the QR Code to revise!

Introduction: Question, statement, command

Argument 1:(PEAL)

Counter Argument: (C/A PEAL)

Argument 2: (PEAL)

Call to Action:

12 Brick Lane,
London
E12 9QJ
8th July 2021

Mrs Brown,
Head Teacher,
Apple Primary School,
London,
E13 7QJ

Dear Mrs Brown,

I am writing to you because my friends and I have an ongoing concern about the state of the school dinners at Apple Primary School. Our reasons are clear and concise: the portion sizes are inadequate and dinner staff make unnecessary judgments about children.

It is our belief that portion sizes are inconsistent across all age groups. For example, children in Reception (who are half the size of a ten-year-old) get the same amount of food as older children; clearly the portion sizes are as mindbogglingly confusing as banana slippers. Conversely, portion sizes are then adjusted by the lunch staff according to favouritism; my fellow peers complain daily about the unjust nature of the Head of Faculty's daughter being fed royally while us lunchtime rats scavenge for food in the cafeteria.

After examining the cafeteria in detail, I have concluded that dinner staff are unfairly judging children according to their body size. A case in point happened just yesterday to a friend who only wanted rice for lunch. Like interrogative tigers, they clearly stated, "Are you dieting?", which spread a plethora of opprobrium around the dinner hall. Was this appropriate language to use for a child's eating habits?

Undoubtedly, I am sure you would not want school inspectors hearing of this situation from a complaint by an unknown student? I would like you to resolve this problem in the most sensible way possible.

I look forward to hearing your reply.

Yours sincerely,
Veronica Morgill (Fellow Lead Student and representative for the year group)

About:

Audience:

Form:

Purpose:

Year 7- Star Curriculum: Geography

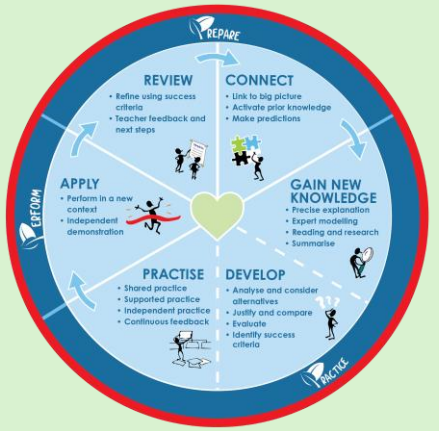
Topics to revise:

- Why oceans are important
- Coral reefs- significance and threats
- SEE

S – Social –

E – Environmental –

E – Economic – £



Reefs shelter land from harsh ocean storms and floods.	Coral reefs support a phenomenal diversity of species and provide irreplaceable sources of food and shelter.	Coral reefs form natural barriers that protect nearby shorelines from the eroding forces of the sea.	At least 500 million people rely on coral reefs for food, coastal protection, and livelihoods
Coral reefs have been used in science in the treatment of cancer, HIV, cardiovascular diseases, ulcers, and other ailments.	Corals remove and recycle carbon dioxide. Excessive amounts of this gas contribute to climate change.	It is estimated that coral reefs provide $375 billion per year around the world in goods and services.	The coral reef provides a living laboratory. Both students and scientists can study the interrelationships of organisms and their environment.
Coral skeletons are being used as bone substitutes in reconstructive bone surgery.	Although coral reefs cover less than 1% of the Earth's surface, they are home to 25% of all marine fish species.	Reefs provide resources for fisheries. Food items include fishes, crustaceans, and molluscs.	Coral reef ecosystems support a variety of human needs including the economy. They are important for subsistence, fisheries and tourism.

Threats and Consequences

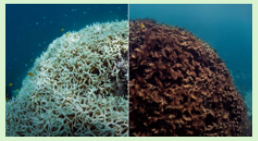
Climate Change and Coral Bleaching:

Due to climate change temperatures are rising in our oceans; this is caused by the increase of carbon dioxide and other gases.

The ocean absorbs carbon dioxide from the atmosphere, making it more acidic. This process is known as ocean acidification.

Climate change is also increasing the frequency and strength of severe weather events. The Great Barrier Reef is particularly exposed to damaging cyclones, flooding and storms.

As water temperatures rise, many marine species are being forced to migrate to cooler habitats. This creates increased competition for food and shelter in cooler waters, threatening the entire ecosystem.



What is coral bleaching? - YouTube

The colour of corals is created by a good colourful microscopic bacteria called Zooxanthellae.

The Zooxanthellae are killed off if the ocean becomes too bright or too warm. A temperature increase of just one degree Celsius for only four weeks can trigger bleaching.

When they are killed, they lose their colour, and the white skeleton below is visible. The skeleton below is made from calcium – just like our bones.

This can destroy entire coral reef ecosystems and the human livelihoods that rely on reefs for tourism and fishing.

Overfishing:

Overfishing is when fish are taken from the sea faster than the species can replace itself. This causes a breakdown in the food chain meaning the coral reef is weaker and there is a reduction in species diversity.

This also impacts on employment in the fishing industry as people lose their jobs and may have to migrate to find employment.

Tourism:

Tourism is vital to the Great Barrier Reef; it generates billions of dollars; it supports many jobs and can raise awareness of conservation efforts.

However, uncontrolled tourism is damaging the reef through physical damage, pollution and habitat loss.

This can lead to overcrowding and damage to infrastructure in the human environment as well. This can then lead to a negative view of the reef which will impact on the economy and employment.

Use the QR code to revise!

Watch me!

https://youtu.be/ZiULxLLP32s

Year 7- Star Curriculum: History

Topics to revise:

- Henry VIII's break from the Catholic Church
- Provenance of a source

Provenance of a source (origin).

Type of source?

When created?

Who by?

Audience?

Purpose?

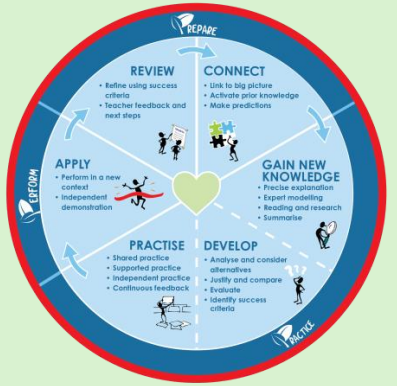
Some say that Henry only made the Break with Rome because the Pope would not let him have a divorce. In 1509, Henry married a Spanish princess called Catherine of Aragon. But by 1526, Henry was no longer happy in his marriage to Catherine. In 1527, he asked the Pope to grant him a divorce, but the Pope refused.

The main concern for Henry was that he desperately needed a son to inherit the throne after he died.

He was sure that Anne would give him a son, but the Pope refused to allow him to divorce Catherine. Between 1527 and 1533, Henry grew increasingly impatient and was determined to have his own way.

Anne came from a Protestant family. Protestants protested against the Catholic Church which seemed to have too much power over England.

Protestants also complained that the Roman Catholic Church was rich and corrupt. Reports proved that many priests and monks were greedy and sinful (although some did live very simple, holy lives). The monasteries were very wealthy. They owned huge areas of land in England and collected rents from these lands. They also had beautiful treasures made of gold and silver. Henry badly needed money to pay for the wars he had been fighting in France.



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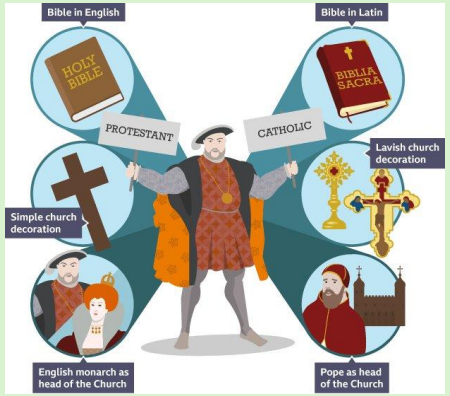
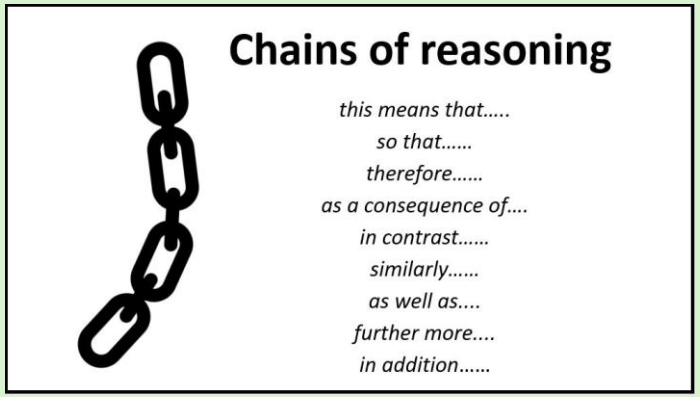
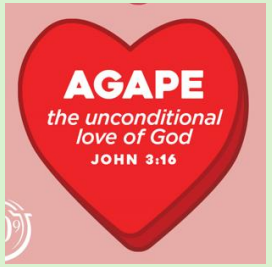
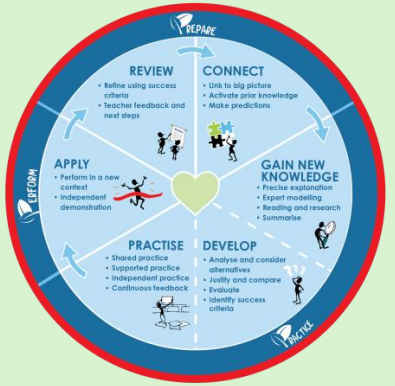




Year 7- Star Curriculum: RE

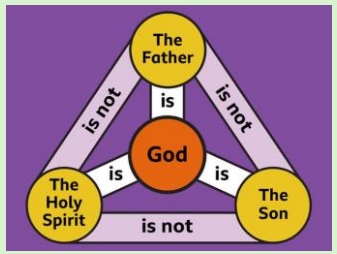




Topics to revise:

- Jesus
- Christian Church

There are two main groups of Christians, Roman Catholic Christians and Protestant Christians in the UK.



Watch the Story of the Good Samaritan
https://youtu.be/osfQg4yKtq8

Watch me!

Facts about Christianity – KS3 Religious Studies – BBC Bitesize

Key beliefs and practices in Catholic Christianity - Religious beliefs and practices: Video playlist - BBC Bitesize

What is Christianity? | Religious Studies - My Life, My Religion: Christianity - YouTube

Catholic Church

The Pope

Inside a Catholic church

Mass

This is a diagram of the Catholic church.
There are no female priests.

In Catholicism, only unmarried men can be priests.

The seven sacraments of the Catholic Church

Sacraments are rites and celebrations. They mark stages of life and are outwards signs and symbols which show that an inward gift from God has been given.

Protestant Church

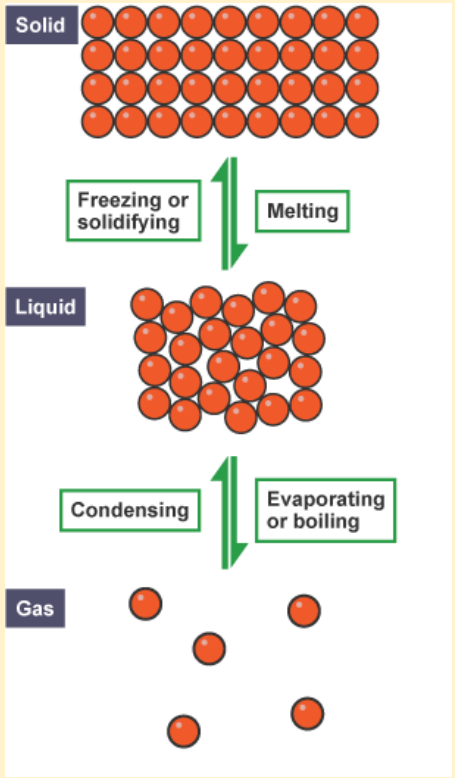
Roles of church leaders

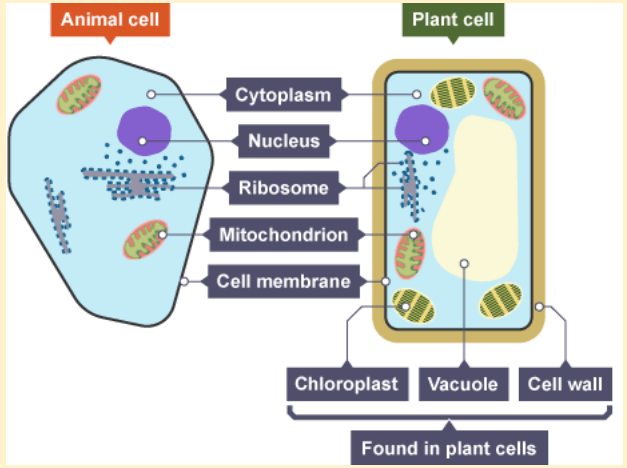
Roles of church leaders

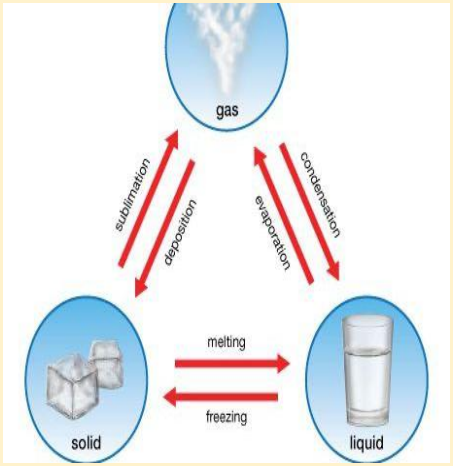
Use the QR code to revise!

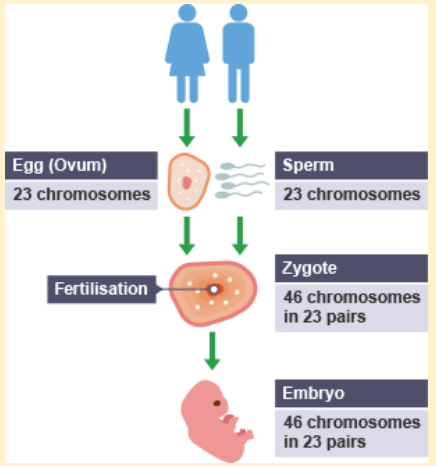
Year 7 – Science revision for KA3

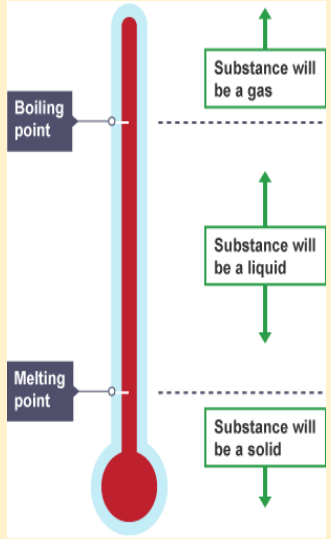
Topics:
Inheritance and Reproductions
Food Webs
Cells
Particles

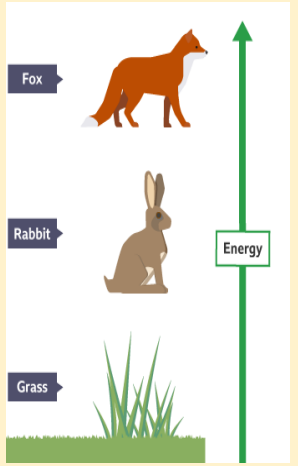


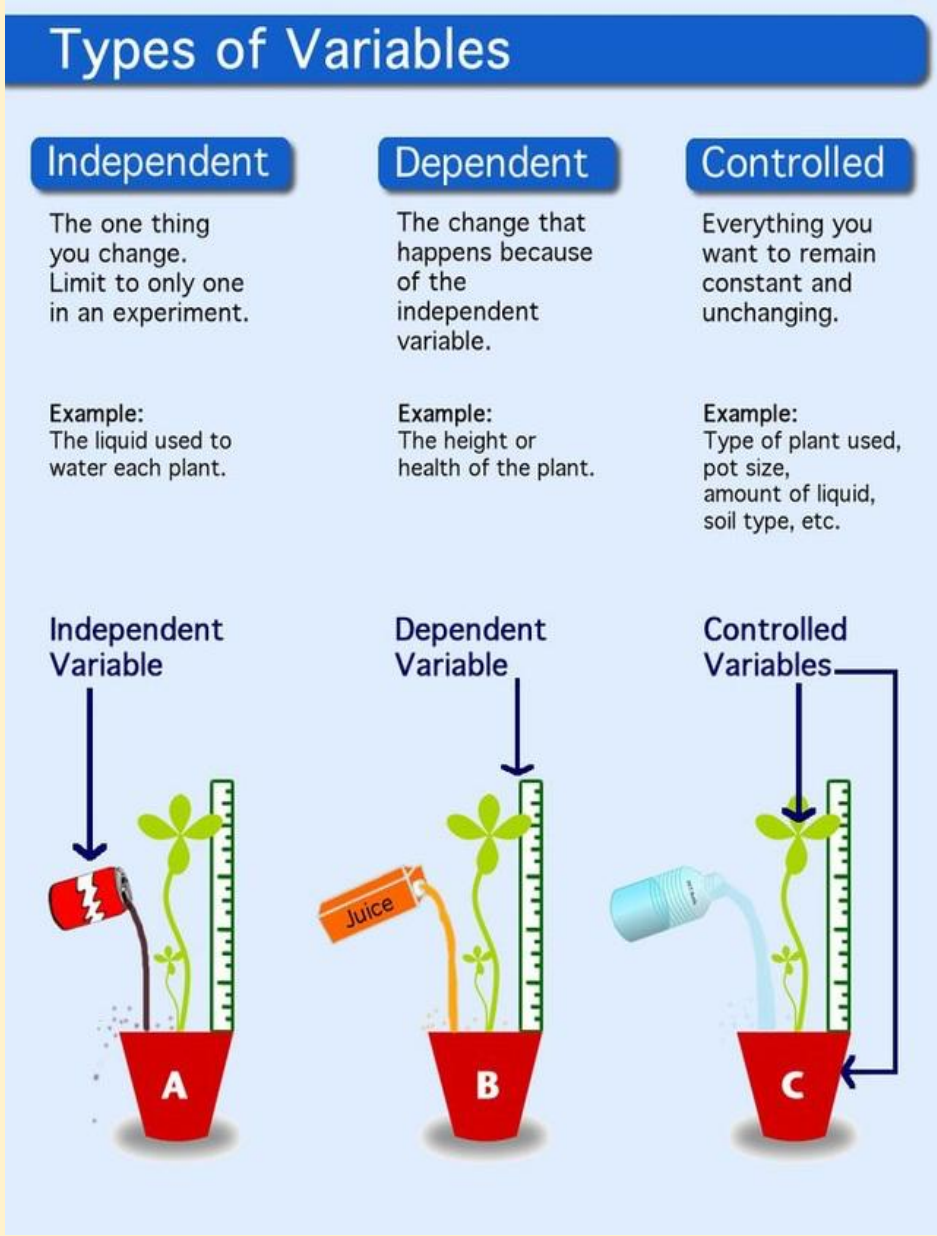












YEAR 7 – TERM 3 – Learning Log

What you need to know to do well in Key Assessment 2:

STEP 3 STEP4 STEP5 STEP6

	SPORTS – Say what sports you like / dislike / do
	HOBBIES – Say what activities you like / dislike / do / prefer in your spare time
	OPINIONS – Give a range of opinions about sports and hobbies and explain why. Use the future tense to talk about sports you would like / going to try. Use the past tense to talk about sports you used to like.
	WEATHER STRUCTURES – Use weather structures linked to sports and hobbies in subordinate clauses.
	GENDER - To be able to recognize the gender of nouns – masculine & feminine – for a variety of nouns, especially sports and hobbies and apply this gender to the rest of the sentence.
	NUMBER - To be able to recognize the number of nouns – singular & plural – for a variety of nouns, especially sports and hobbies and apply this number to the rest of the sentence.
	ADJECTIVES – Use adjectives accurately, in the right place and in the right form.
	Apply accurate spellings and punctuation in Spanish.
	Apply knowledge of key Spanish phonics: LL / J = G / H / C / ñ / ción

TENER	TO HAVE
tengo	I have
tiene	he/she has
tenemos	we have
tienen	they have

SER	TO BE
soy	I am
es	he/she is
somos	we are
son	they are

PRESENT

voy a hacer / jugar	I am going to do / play
me gustaría hacer / jugar	I would like to do / play
será	It will be
sería	It would be

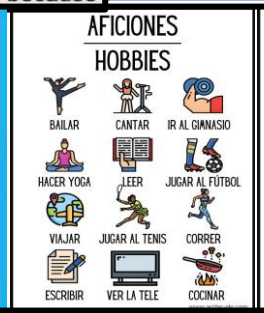
FUTURE

era	It was
me gustaba	I used to like

PAST

connectives	
Spanish	English
Y	and
También	also
Sin embargo	however
Pero	but
Porque	because
Ya que	because

		SPORT		Adjetives
Me encanta	jugar	al fútbol	porque es	entretenido
Me gusta		al golf		aburrido
Prefiero		al baloncesto		fácil
No me gusta	+ or	al voleibol	ya que es	difícil
Odio	hacer			divertido
Detesto	practicar	la gimnasia		estúpido
		el ciclismo		interesante
		la equitación		relajando
		la natación		
		el baile		



How to be successful in Spanish?

- ❑ Take neat notes in your exercise book – treat your book with pride!
- ❑ Complete all the work to the best of your ability in lessons.
- ❑ Bring your equipment for every lesson.
- ❑ Complete the independent practice tasks – MCQ and homework booklets – on time.
- ❑ Use MEMRISE to learn / revise vocabulary (*password*: Park2025).
- ❑ Use the student website and Google Classroom to revise / catch up on work missed.
- ❑ Ensure you read the feedback and act upon it.
- ❑ Create flashcards / mind maps / revision resources to use to revise.
- ❑ Write a paragraph and ask your teacher to mark it and give you feedback.

STEP 1
Start by introducing yourself – give your name, age.

STEP 2
Say what sport / hobby you normally play / practise / do. Say who you do it with and when / how often.
You may want to add a "when" subordinate clause using the weather sentences.

STEP 3
Give three opinions about sports or hobbies. Try to include one activity you like, one that you dislike and the one that is your favourite one.

STEP 4
Next, support each opinion with a reason – say why you like or dislike the activity you have mentioned in STEP 3 – you could link to the weather here too.

STEP 5
Include a sport / hobby you are going to / would like to do in the future and say why you would like to do this activity.

STEP 6
Conclude with what sports / hobbies you used to like in the past and what they were like.

Hola. Me llamo Maria y tengo catorce años.

Normalmente juego al fútbol con mis amigos. Jugamos dos veces a la semana, los miércoles y los sábados. También, practico la natación cuando hace sol.

En mi opinión, me encanta leer libros de aventuras dado que es muy interesante. Sin embargo, odio cocinar para mi familia puesto que es aburrido y dificil.
En mi tiempo libre, mi actividad favorita es bailar con mi mejor amiga porque es muy divertido y es bueno para la salud.
También, me gusta la natación ya que es importante y un buen reto.

En el futuro, me gustaría hacer la equitación porque sería genial. También, me encantaría jugar con videojuegos ya que sería gracioso.

En el pasado, me gustaba el balconcesto porque era facil y emocionante.

Year 7 - Computer Science KA3

Networks: from semaphores to the internet

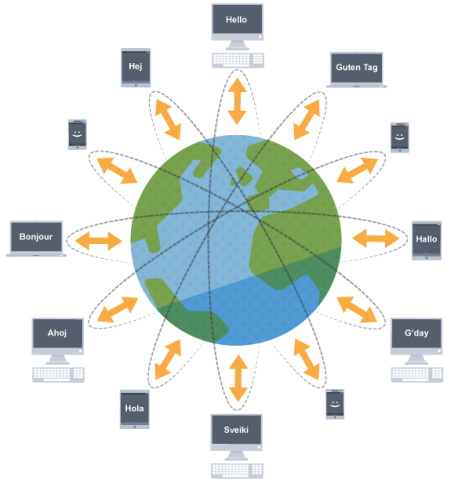
This unit began by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required were explained, as is wired and wireless data transmission. You developed an understanding of the term's 'internet' and 'World Wide Web', and of the key services and protocols used.

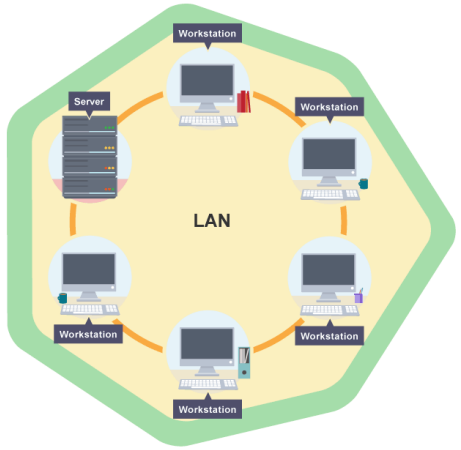
To be working at Age Related Expectations (ARE) in this unit you need to show:

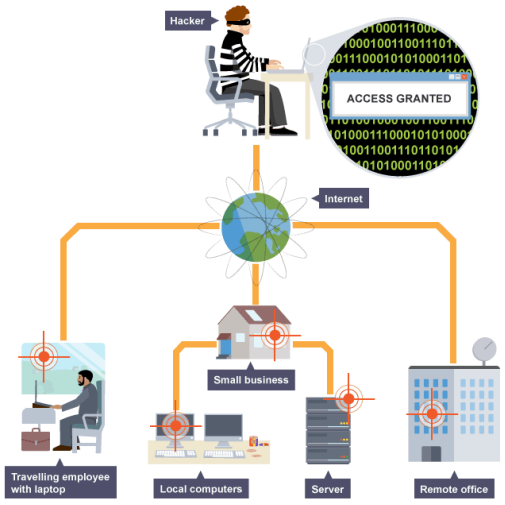
- You understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- You understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

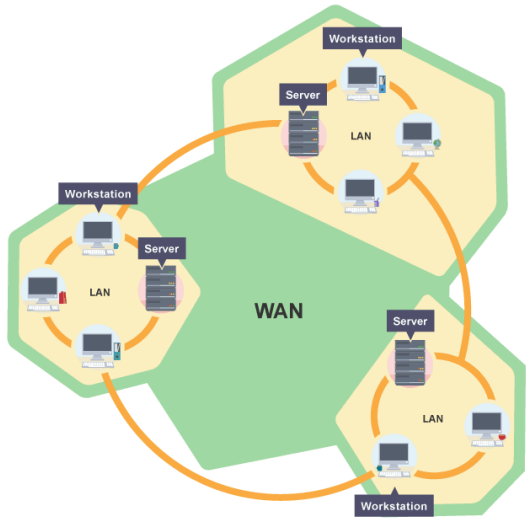
Network	Network cable	Wireless	Gigabit
Protocol	Hub	Wi-Fi	Broadband
Mainframe	Server	Bandwidth	Buffering
Personal computer	Router	Bit	Internet
HTTP	Wired	Megabit	Packet
World-wide web	email	VOIP	IoT
Web browser	Web server	Web page	Search engine
HTTP	HTTPS	URL	DNS

Network Diagrams









Year 7 - Computer Science KA3

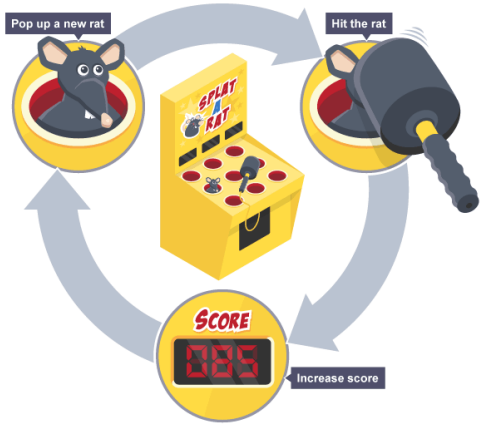
Programming pt1

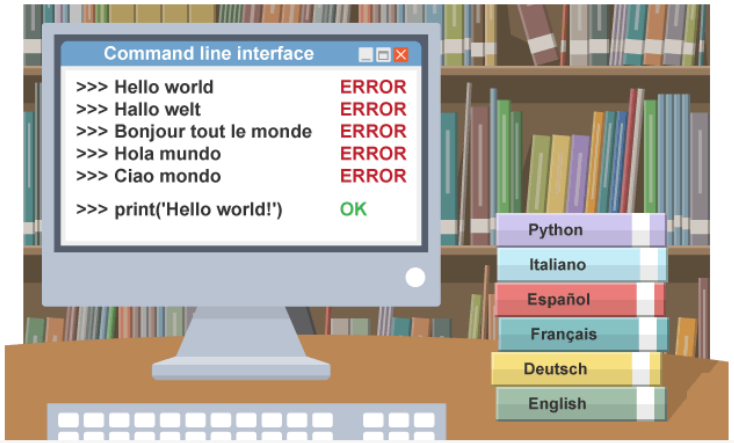
To be working at Age Related Expectations (ARE) in this unit you need to show:

- You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- You can use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- You can understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Sequencing	Variables	Expressions	Count-controlled
Subroutines	Commands	Evaluate	Condition-controlled
Instructions	Input	Conditions	Debugging
Execute	Process	Selection	Algorithm
Tracing	Output	Comparisons	Programming
Variables	Storage	IF Statements	Code
Operators	Logic	Iteration	Resilience

Programming Diagrams





A programming language is used to give a computer instructions

Year 7 PE Test 3 - Revision

Components of skill related fitness — P-Crab

Power	Coordination	Reaction Time	Agility	Balance
"The product of speed and strength to allow for explosive movements"	"The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique"	"The time taken to respond to a stimulus"	"The ability to change direction quickly to allow performers to out manoeuvre an opponent"	"The ability to maintain centre of mass over a base of support"
Fitness Test	**Fitness Test**	**Fitness Test**	**Fitness Test**	**Fitness Test**
• Vertical standing jump test • Standing long jump • Margaria-Kalamen power test	• Alternate-Hand wall-Toss test • Stick flip coordination test	• Ruler drop test • Online reaction test (reaction timer test)	• Illinois agility run test • T Test	• Stork stand test • Y balance test

Components of Physical related fitness — *Mary Must cAre For Bill Smith*

Muscular Strength	Muscular Endurance	Aerobic Endurance	Flexibility	Body composition	Speed
"the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity"	"The ability of a muscle group to undergo repeated contractions avoiding fatigue"	"The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"	"The range of motion possible at a joint to allow improvements in technique"	"The relative ratio of fat mass to fat-free mass in the body"	"Distance divided by time to reduce time taken to move the body or body part in a game or event"
Fitness Test	**Fitness Test**	**Fitness Test**	**Fitness Test**	**Fitness test**	**Fitness Test**
• Grip dynameter • 1 Rep Max	• One-minute press up test • One-minute sit-up test • Timed plank test	• Multi-stage fitness test (bleep test) • Harvard step test • 12-minute Cooper run • Yo-Yo test	• Sit and reach test • Calf muscle flexibility test • Shoulder flexibility test	• Body Mass Index (BMI) • Bioelectrical Impedance Analysis (BIA) • Waist to hip ratio	• 30 metre sprint test • 30 metre flying sprint

Training Methods

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance	Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness.	High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance.	Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength)	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance.	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done o your own, with apparatus or with a partner. Improves flexibility.

When participating in or coaching a sport you need to make sure that it is safe in order to prevent injury, you need to consider the following; equipment, playing surface, weather, previous injuries, use of protective equipment and following the rules and regulations

Athletics events


Throwing events - Shotput, Discus, Javelin


Running events - 100/80m, 200m, Relay

Rounders

Batter

The role of the batter is to hit the ball into the rounders pitch and score a rounder by running around all four posts, before the fielders can return the ball.

Fielder

The role of a fielder is to prevent a batter from scoring a rounder, by catching or stumping the batter out on a post.

Bowler

The role of a bowler is to bowl the rounders ball to the batters for the opposing team.

Revision Topics Year 7

Design and Technology

Catering

1. Health and Hygiene in the kitchen
2. Fridge and freezer temperatures
3. Bacteria Growth
4. 4C's
5. Eatwell Guide

Graphics

1. Measuring
2. Design Movements
3. Visual Elements
4. Drawing equipment
5. Photoshop Skills

Please refer to your book for more in-depth topic information including Assessment Creiteria and Big Pictures

3D Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process

Top Tips

1. Always ready the question twice
2. Always with your first gut reaction
3. Use the images to help you make your choices
4. Don't forget look back through your book before the test
5. Some questions will be linked to your homework

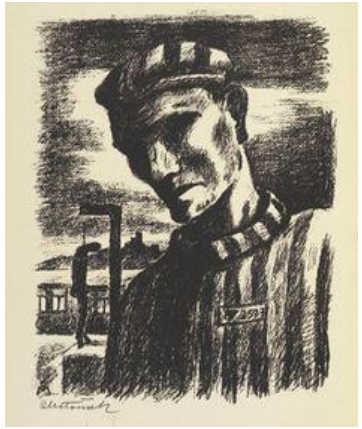
Scan here for extra resources on student portal.

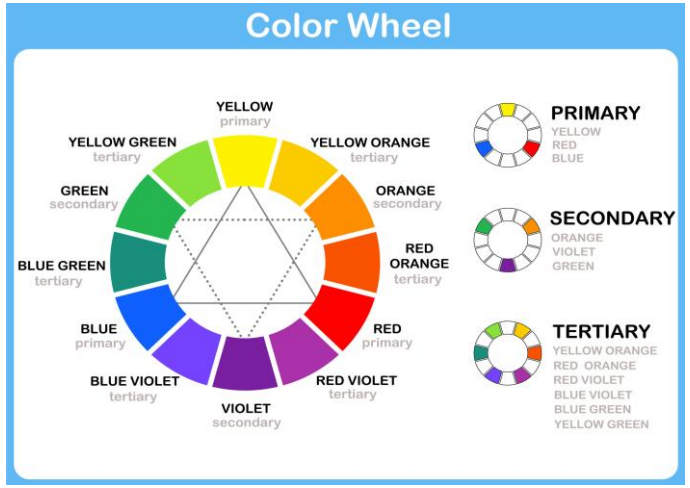
REVISION FOR YEAR 7 ART - Identity

What you need to know to do well…	
1	Re cap of identity unit, cave painting, green man etc
2	What is conflict art?
3	Holocaust art and the symbols associated with it
4	Artist study – Pablo Picasso
5	Colour theory and art movements

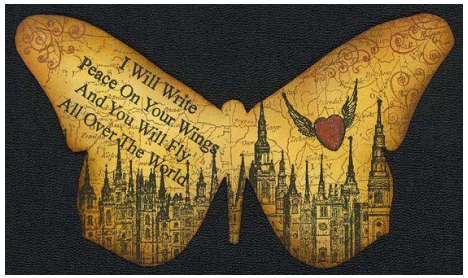
Tips to revise for your Art assessment:

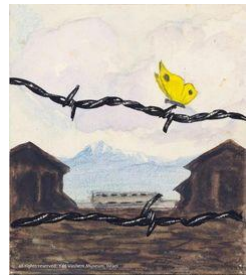
- Practice colour mixing with primary colours i.e. blue + yellow
- Research Picasso and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: Elements of Art - GCSE Art and Design Revision - BBC Bitesize
- Attend an after school drop in if you are struggling with anything





Step 3	Step 4
Application / Applying	**Analysis / Analysing**
*Use 2 of the sources provided *Carefully select your research *Give well explained opinions *Clearly consider your layout *Explain using some technical vocabulary	*Use all of the sources provided *Present carefully selected and relevant research *Justify your opinions *Clearly consider your layout *Analyse using some technical vocabulary
*Clearly attempt to refine skill/s in context *Focus on improving precise elements of your outcome *Understand what and how you need to improve	*Experiment with the materials *Refine your outcome with some independence *Record the stages of your experimentation with annotation *Be able to self-assess areas for improvement
*Create a mostly consistent body of work *Take pride in the presentation of your work *Evaluate your own work and skilfully identify how it can be improved or adapted	*Create a consistent body of work with some degree of independence *Take pride in the presentation and development of your work *Carefully record each stage of the process you are undertaking
*Create an outcome/s which shows precise understanding of the link artist and or processes used *Use understanding to in some way personalise your work	*Create an outcome/s which shows clear understanding of the link artist and or process *Use understanding to personalise your work to create something new





🌍 YEAR 7 MUSIC – WORLD GROOVES

🎯 BIG QUESTION
How do musicians use rhythm, groove and ensemble performance to create music from different cultures?

🧠 KEY VOCABULARY	Definition
Pulse	The steady beat in music
Rhythm	A pattern of long and short sounds
Groove	A repeated musical pattern that creates a musical feel
Bassline	A low repeating pattern of notes
Syncopation	Accenting notes off the main beat
Off-beat	Notes played between the main beats
Texture	The layers of sound in music
Ensemble	A group of musicians performing together
Call and Response	A musical question and
Ostinato	A repeated musical pattern

Reggae
Music can create groove through **basslines and off-beat chords.**

Calypso
Music can create excitement through **syncopation**.

Ska
Music can create **energy through faster tempos** and off-beat rhythms.

🇯🇲 REGGAE
🎸 Features
- ✔️ Relaxed tempo
- ✔️ Strong bassline
- ✔️ Off-beat chords ("Skank")
- ✔️ Repeated grooves
- ✔️ Caribbean origins (Jamaica)
- 🎵 Focus Song: Who Da Cap Fit

🎹 Chord used
Verse: C - Dm | Pre Chorus: F - G
Chorus: Am - Dm

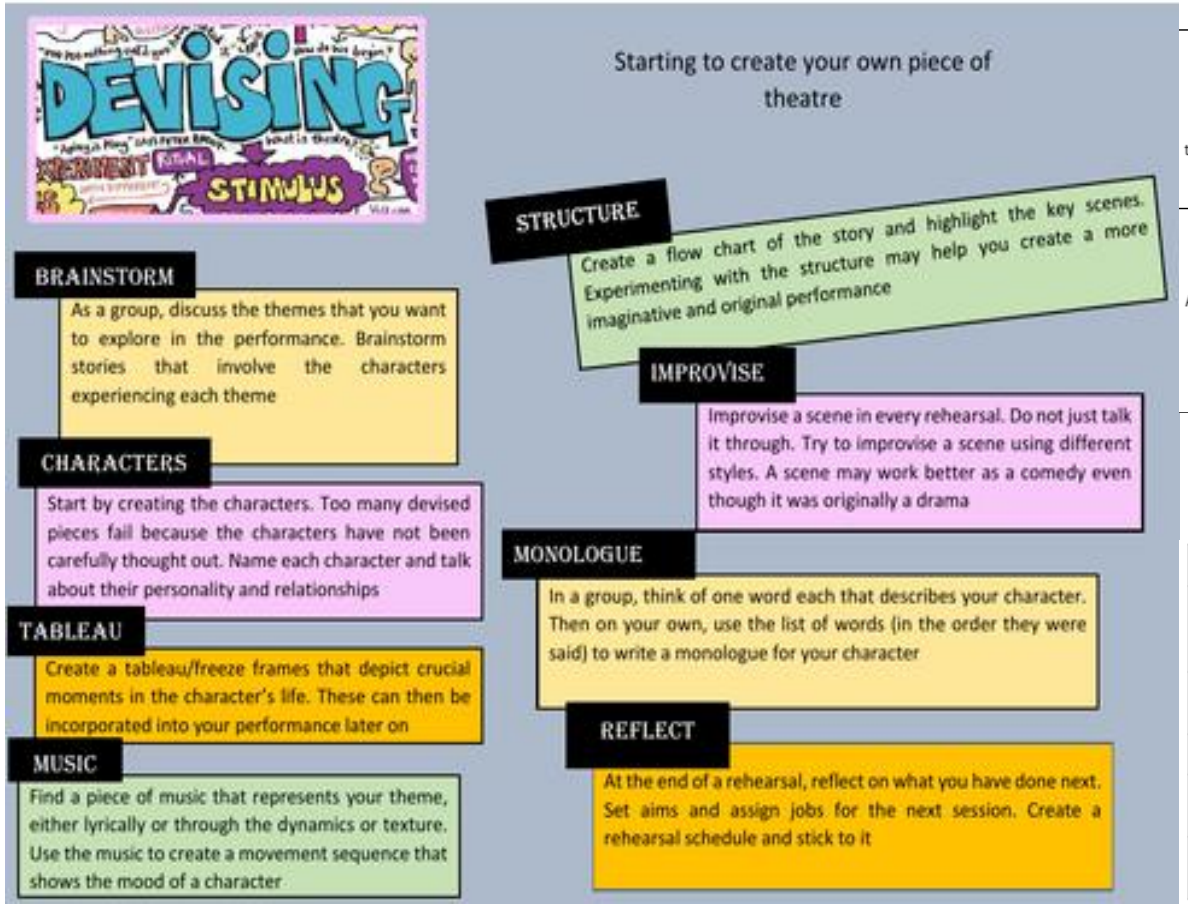
🇯🇲 🌴 CALYPSO
🥁 Features
- ✔️ Energetic feel
- ✔️ Dance music
- ✔️ Syncopated rhythms
- ✔️ Call and response
- ✔️ Repeated rhythmic patterns
- 🎵 Example Song

Day-O (The Banana Boat Song)
💡 Remember
Syncopation = rhythm played off the beat.

🎺 SKA
🎷 Features
- ✔️ Fast tempo
- ✔️ Off-beat chords
- ✔️ Strong pulse
- ✔️ Energetic groove
- ✔️ Influenced reggae

🎵 Example Artists
- **Madness**
- **The Specials**

KS3 Project-Drama



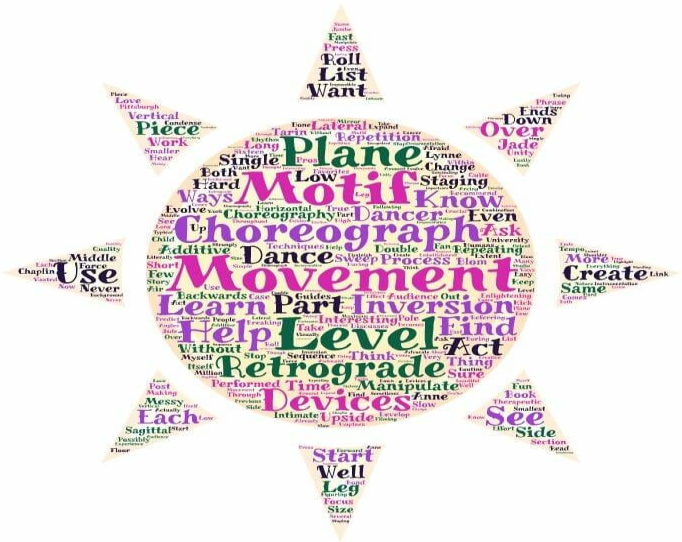
KS3 Drama Assessment Grid

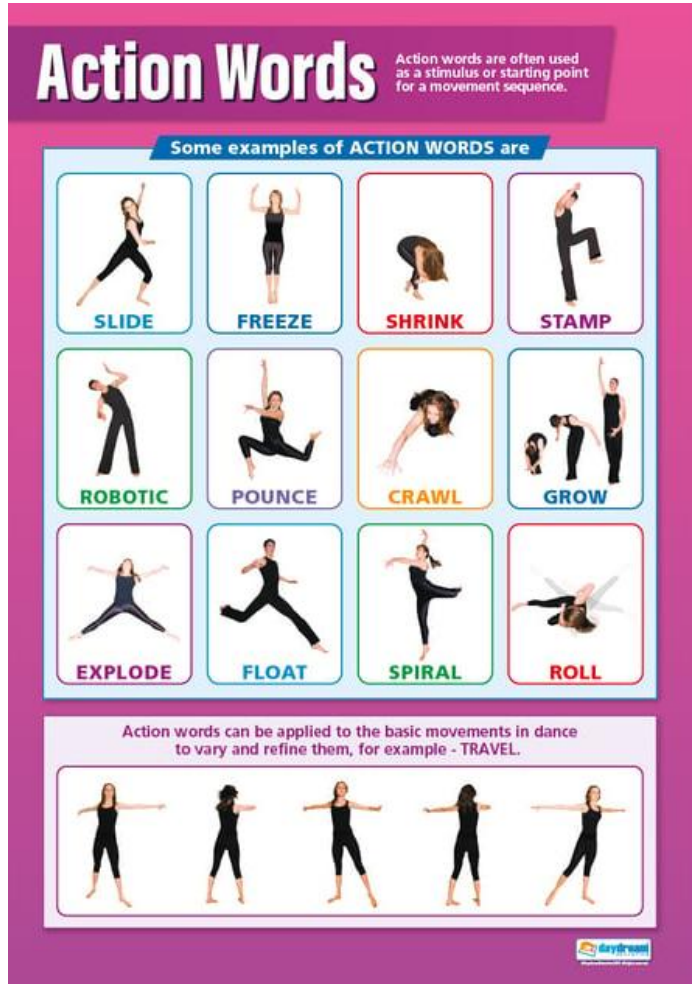
Blooms	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Know & Remember	Comprehend & understand	Apply	Analysis	Evaluation	Synthesis & creating
Create Devise in relation to a theme/stimulus	Can select character from scripts given and link them together to create simple **characterisation.** Begin to explore and develop through **improvisation.**	Can select character ideas from choices given and link them together to create **improvisation**. Begin to explore and develop **characterisation** by using **improvisation.**	Select appropriate acting and link them together in response to a given **stimulus**, using actions, **stagecraft**, **spatial elements and relationships.**	Use creativity through the application of **actions, movement, spatial elements and relationships.** Select a range of **dramatic principles** appropriate for the style and genre of the production.	Select, adapt and structure movement using creativity through the application of actions, movement, spatial elements and relationships. Be able to improvise on occasion.	Select, adapt and structure dramatic performances demonstrating understanding of direction, purpose, intentions and stage direction. Show creativity through character interpretation, vocal and physical skills, stagecraft, and relationships.
Perform Apply skills and techniques to performance	Pupil has a limited ability to perform on a given instrument correctly and has limited accuracy and fluency. The pupil may also lack confidence.	Pupil has a basic ability to perform on a given instrument with some accuracy and fluency. Pupil will have a growing sense of confidence.	Perform acting with some accuracy, competence, projection, some expression and modify and refine their work to improve their performance.	Perform acting with some technical skills, stylistic accuracy and some clarify of focus, commitment; both mentally and physically and communicate the dramatic intention in monologues, duologues and theatre group work.	Perform drama with technical skills, stylistic accuracy and clarity of focus, commitment; both mentally and physically and understand stagecraft and the intention in their work.	Pupil has a highly developed ability to perform using a range of technical skill, stylistic accuracy and clarity of focus, sensitivity to stagecraft, and other performers, and communicate the intention.

★ Characterisation- Physical Skills ★	
Facial expression	Eyes: Wide, glaring, squinting Eyebrows: Raised, furrowed Mouth: Clenched, jaw-dropped
Body language	Folded arms, throw hands shiver, shake/tremble, look down/up,
Posture	Upright, slouched, cowered, stooped
Hand gestures	Clenched fists, pointed, throw hands in air, open handed, fiddling with fingers
Proxemics	Move away/towards, huddled together, scatter

★ Characterisation- Vocal Skills ★	
Accent	Liverpudlian, Upper Class British
Tone	Harsh, whiny, aggressive, cheeky
Pitch	High, squeaky, deep
Volume	Whisper, gentle, loud, shout
Pace	Fast, slow, hesitant, controlled, stuttering, pause

KS3 Project-Dance





KS3 Dance Assessment Grid

Blooms	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Know & Remember	Comprehend & understand	Apply	Analysis	Evaluation	Synthesis & creating
Create Choreograph dances in relation to a theme/stimulus	Can remember and select movements from choice given and link them together to create **motifs**	Comprehend and understand how to develop **motifs** by using **space** and **dynamics**.	Apply appropriate movements and link them together in response to a given **stimulus**, using **actions, space, dynamics** and **relationships**.	Select, adapt and structure movement using creativity through the application of **actions, dynamics, space and relationships**.	Make decisions to develop the motif by using a range **choreographic principles** appropriate for the dance idea.	Compose material with imagination, sensitivity an **improvise** freely and with **confidence.** Select a range of **choreographic principles** appropriate for the dance idea.
Perform Apply skills and techniques to performance	Perform simple dance motifs and phrases with limited **control** and **accuracy.**	Attempt to perform movement **rhythmically** expressing the given style with **control** and **accuracy.**	Perform movement with some **accuracy, competence, musicality,** some **expression.**	Perform movements with some technical skills, **stylistic accuracy** and some **clarity** of **focus, commitment**; both **mentally** and **physically.**	Perform movements with technical skills, **stylistic accuracy** and **commitment;** both **mentally** and **physically.**	Perform movements with excellent **technical skill, stylistic accuracy** and clarity of **focus, sensitivity** to music and other performers
Evaluate Review own develop and performance	Remember key **dance terminology** and **recall definitions.**	**Simple** review on their own **strengths** and **weaknesses** and use **target** setting to enable limited development.	**Detailed** review on their own **strengths** and **weaknesses** and use **target** setting to enable some development.	**Adequate** review on their own **strengths** and **weaknesses** and use **target** setting to enable development.	**Appropriate** review on their own **strengths** and **weaknesses** and use **target** setting to enable development.	Create an **in-depth** review on their own **strengths** and **weaknesses** with an effective use of target setting to drive forward own development.

Performance skills:

- Focus- Looking up out to the audience, not talking
- Facial expression-motions or positions of the face.
- Timing- Dancing to the beat of a song
- Musicality-which sounds they choose to dance to, how they highlight the sounds, how they emote the mood of the song.