



**AIMS:**

- To gain a broad knowledge and understanding of Art and Design, and to recognise how the subject fits in with the world around me.
- To develop the skills I need to use Art and Design as a way to communicate and express myself
- To recognise how my current studies fit in with my future options (next scheme of learning, year, key stage or career), and how my previous learning helps my current studies.

<p><b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>• About a diverse range of practitioners, styles/movements and media, which can help me make suitable creative choices in my work.</li> <li>• How to apply this knowledge to make creative decisions and plan a response.</li> </ul>	
<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>• Apply the skills I have developed in a range of media (e.g. tonal pencil, poster/acrylic/watercolour paing, wax resist, ink/wash, bleaching, chalk/charcoal, ink/brush/dip pen, collage, digital media, sgraffito etc)</li> <li>• Apply a variety of techniques learned to help me more accurately draw from observation.</li> <li>• Use the skills learned to create independent compositions in a range of media.</li> </ul>	
<p><b>WIDER CONTEXT:</b></p> <ul style="list-style-type: none"> <li>• I understand how the creative freedom I am developing relates to the study of the subject in Key Stages 4 and 5.</li> <li>• I understand how the diverse range of artists, movements and styles I am studying show the broad range of possible careers available through the subject.</li> </ul>	

Being Healthy and Staying Safe	Resilient	Aspirational and Careers Aware	Respectful	Effective and Confident Communicators	Understand the Importance of Equality, Diversity and be Mutually Tolerant	Knowledgeable	Skilled
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Year 9 Band Descriptors	AO1 – Research the work of artists to <b>DEVELOP</b> ideas and communicate my findings.	AO2 – <b>REFINE</b> (improve) my work by exploring and experimenting with media and techniques.	AO3 – <b>RECORD</b> ideas and observations (make artwork) showing technical skill.	AO4 – Create and <b>PRESENT</b> original artwork as a response to my project.
Purple 1-2	<ul style="list-style-type: none"> <li>• Able to research relevant information about other artists and cultures from a range of provided sources.</li> <li>• I can form an opinion and use accurate subject terminology to discuss my findings.</li> </ul>	<ul style="list-style-type: none"> <li>• I am willing to experiment with media.</li> <li>• I can identify simple improvements that can be made to my own work.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills demonstrate care, accuracy and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make original and imaginative artwork in response to a project.</li> <li>• My research will show some links to my research and planning.</li> </ul>
Pink 3-5	<ul style="list-style-type: none"> <li>• Able to independently research relevant information about other artists and cultures.</li> <li>• Able to communicate an opinion and discuss my findings, showing some depth and using accurate subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I experiment broadly with media and technique.</li> <li>• I am able to make changes in my work to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills demonstrate great care, accuracy and attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond to projects in a creative way taking some risks.</li> <li>• My work will show links to my research and planning.</li> </ul>
Blue 6-7	<ul style="list-style-type: none"> <li>• Able to research relevant information in depth from a range of sources.</li> <li>• Able to communicate a reasoned opinion and discuss my findings clearly using ambitious subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I experiment broadly and imaginatively with media and technique.</li> <li>• I am able to make effective changes in my work to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills demonstrate control, accuracy and attention to detail in a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>• The work I produce demonstrates a skilful and personal response to my project.</li> <li>• I demonstrate creativity and some flair in the appropriately selected risks taken.</li> <li>• There are clear links to my research and planning.</li> </ul>
Grey 8-9	<ul style="list-style-type: none"> <li>• Able to independently research highly relevant information from a range of sources in depth.</li> <li>• Able to discuss my findings and make a clear and personal response using ambitious and accurate subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I independently experiment imaginatively with a broad range of media and techniques.</li> <li>• I am able to make effective and creative changes in my work to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills demonstrate exceptional control, accuracy and attention to detail in a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>• I take ambitious risks producing independent work. My work is personal and highly skilled.</li> <li>• There are clear and imaginative links to my research and planning.</li> </ul>

## Media, Techniques and Processes

Use the tables on the following pages to record the different media, techniques and processes you use during this term. An example has already been filled in for you.

<b>Name of Technique/ Process:</b> <i>Wax Resist</i>	<b>Media Used:</b> <i>Wax (crayon, candle etc) Water based ink/ watercolour paints</i>	<b>Used by:</b> <i>Henry Moore</i>
<b>Description:</b> <i>Wax resist is a technique which uses the principle of oil and water not being able to mix together. A wax base (crayon, candle etc) is laid on a surface (e.g. paper), over the top of which a watery medium is laid (e.g. watercolour paint, ink etc). The wax 'resists' the paint/ink, so that each can be seen clearly.</i>		
<b>Instructions:</b> <i>using your candle/crayon, draw the areas of your design that you want to show through the ink or paint. If you are using a white crayon and black ink, these should be the highlights of the drawing. Next, put a thin layer of paint/ink over the entire drawing. The wax will resist the watery medium, and show through, leaving just the colour of the crayon visible in those areas.</i>		
<b>Name of Technique/ Process:</b>	<b>Media Used:</b>	<b>Used by:</b>
<b>Description:</b>		
<b>Instructions:</b>		



## Talking and Writing About an Art Work

It is important to be able to discuss and write about art, and the work of other artists, if you are to make art of your own. Discussing the influence other art has had on your own ideas helps others to understand the art that you make. Artists often make art in response to other influences, too (what's happening in the world around them, for example). Knowing these influences gives the art work **context**, and helps with our understanding of it further.

Use the table below to fill in key information about your artist and artwork:

Name of Artist:	Name of Artwork:	Date of Artwork:
Born: Died: Nationality:	Media (what the artist used to make the artwork):	Size:
		Where is it now?
Important information about the artist's life/work:	Description of the Artwork:	Does the Artwork have a meaning? If so, what do you think that is?
Were they part of a particular Art Movement? Who/What influenced them?	Which Visual Elements do you think are most important in this artwork, and why?	What is the mood of the artwork? How do you think the artist has created this mood?

## Discovery Year 9 / Literacy Autumn 1 Knowledge Organiser 9/11



**Finding out: What is known about the pilots involved in the attack? What other key events can be linked to these terrorists?**

**Introduction** - Conflict and Tension in the Gulf and Afghanistan, 1990-2009  
A series of complex and diverse conflicts and tensions unsettled life in areas of the Middle East before, between and since 1990 and 2009, particularly the areas north of the Persian Gulf (including Iraq, Iran and Afghanistan). Wars in the region had left dangerous power vacuums. Furthermore, the rise of anti-west regimes, such as Saddam Hussein's Iraq, the Taliban in Afghanistan, coupled with attacks by the militant Al-Qaeda group, deeply alarmed those in the west. Major events include the Gulf War 1990, the September 11th attack, the 'War on Terror', and the Iraq War of 2003.

**THE WAR ON AL-QAEDA**  
-The rise of Al-Qaeda and the role of the group/ Osama bin Laden in the September 11th attacks;  
-Afghanistan the 'rogue state', the Taliban regime, and western/ Muslim attitudes to its policies;  
-Bush and Blair's 'War on Terror' - the overthrow of the Taliban.



September 11th  
Attacks  
(September 11th 2001)

- The September 11th attacks were a series of four coordinated terrorist attacks against the USA on the morning of September 11th, 2001.
- Four passenger airlines were hijacked by 19 Al-Qaeda militants.
- Two of the planes were crashed into the North and South towers of the World Trade Centre complex in Manhattan – causing them to collapse.
- A third plane was crashed into the Pentagon (the headquarters of US Defense) in Virginia, causing the collapse of the west wing.
- The fourth plane was flown towards Washington DC, but crashed in fields in Pennsylvania after passengers overpowered the hijackers.
- It is the single deadliest terrorist attack in history, with 2,996 people being killed and 6,000 others injured. 415 firefighters and police died.
- Al-Qaeda were immediately suspected. Despite initially denying involvement, bin Laden claimed responsibility for the attacks in 2004.

### KEY PEOPLE

**Osama bin Laden (1957-2011)**

Osama bin Laden was a founder of the pan-Islamic military organisation al-Qaeda. Under his leadership, the Al-Qaeda group were responsible for the September 11th attacks in the United States, and many other mass-casualty attacks worldwide (including the suicide bombing of the US warship Cole off the port of Yemen on 12th October 2000). Bin Laden was born in Saudi Arabia to a wealthy and well-known family – his father was the founder of the construction company the Saudi bin Laden Group. In 1979, he joined Pakistani Mujahedeen forces fighting against the USSR in Afghanistan, helping to funnel money, arms, and fighters from the Arab world to aid the effort. He formed Al-Qaeda in 1988, and was banished from both Saudi Arabia (in 1992) and Sudan (in 1996). He then declared war on the USA from his new base in Afghanistan, initiating a spate of bombings and related attacks. He was placed on the FBI's 'Most Wanted' list after organising the 1998 US Embassy bombings. After the attacks of September 11th, 2001, bin Laden became a major global target. On 2nd May 2011, he was shot and killed inside a private residential compound in Abbottabad by US Navy Seals, during a covert operation under the orders of Barack Obama.



**Mohammed Omar (c.1959-2013)**

Mullah Mohammed Omar, widely known as Mullah Omar, was the leader of the Taliban, and Emir of Afghanistan between 1996 and 2001. His refusal to hand over Osama bin Laden after the September 11th 2001 attacks prompted the U.S. invasion of Afghanistan, which resulted in the removal of the Taliban from power. Details about Omar's life are sparse and inconsistent, but he is known to have fought with the Mujahideen against the USSR in the Afghan War (1978-92). He lost his right eye in an explosion during the conflict. Under his leadership in Afghanistan, strict Islamic laws were enforced, capital punishment was rife, and many sacred sites were destroyed. He is believed to have died in hiding in 2013.



## BLOCKING

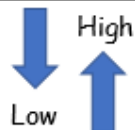
Planning your positioning and movement around the stage, including entrances and exits.

# Year 9 DRAMA Page to Stage Autumn Term

## SET DESIGN

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

## PERFORMANCE SKILLS



**Vocals - Pitch:** How high or low your voice is.

**Vocals - Pace:** The speed that you speak at.



**Vocals - Emphasis:** 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



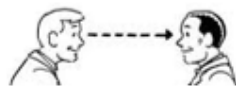
**Vocals - Articulation:** The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.



**Vocals - Power:** The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.



**Eye Contact:** Choosing to look at a specific performer, object, audience member or direction.



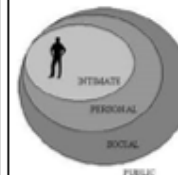
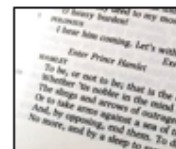
**Spatial Awareness:** The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



**Direction:** The position you face or move in.

## DRAMA TERMS

**Script:** The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



**Proxemics:** The use of space/distance to communicate relationship.

**Given Circumstances:** Everything that the script tells you. The 'world' of the play - the things that make the play that play and not a different play.

- Environmental** - Geographic location (inc. climate), date, year, season, time of day. Also includes the economic environment: the character's relationship to wealth or poverty, and the class of the character in relationship to the society in which they live.



- Previous Action** - Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.



- Polar Opposition/Attitude** - Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.



## DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?  
How might environmental given circumstances influence a set designer?  
How might you as an actor use given circumstances to craft your character?  
What do you think is the most important part of the 'page to stage' process?

Why is blocking an important part of the 'page to stage' process?  
Why are proxemics so important when creating meaning?  
How can eye contact change the meaning of a line of dialogue?  
What makes a successful, scripted performance?

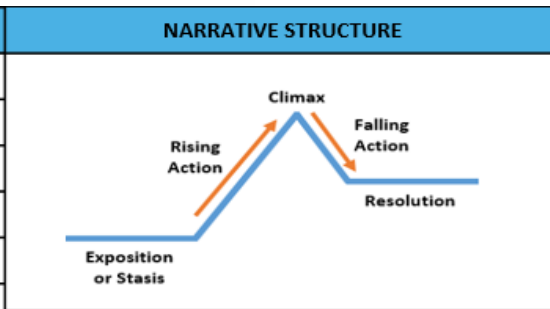


PUNCTUATION	
. Full Stop	— Dash
? Question Mark	() Brackets
! Exclamation Mark	' Apostrophe of Omission
, Comma	' Apostrophe of Possession
; Semicolon	... Ellipsis
: Colon	Parenthetical commas

PARAGRAPHING	
<b>Time:</b> You move on to a new period of time	<b>Topic:</b> You change from one topic to another
<b>Place:</b> You move on to a different location	<b>Person:</b> If a new person speaks or change from one person to another.
<b>TIP TOP</b>	

VOCABULARY/KEY SPELLINGS	
1. characterisation	6. resolution
2. speech	7. suspense
3. foreshadowing	8. synopsis
4. narrative direct	9. tension
5. pathetic fallacy	10. viewpoint

NARRATIVE PERSPECTIVE
<b>First Person:</b> Telling a story from the point of view of a character, using their voice and thoughts and experiences. i.e. I   me   we   us
<b>Second Person:</b> The <b>point of view</b> of the onlooker, which is you, the reader. For instance, the text would read, "You went to school that morning."
<b>Third Person:</b> The <b>narrator</b> is not part of the story but they see and know everything. They refer to all characters with <b>third person</b> pronouns. i.e. he   she   they



1. Opening	A way in to the story; to grab the reader's interest
2. Problem	Something that complicates the story and needs sorting.
3. Build-up (Rising action)	A series of relevant incidents that create suspense, interest and tension in a narrative, building up to the climax.
4. Climax	A dramatic or eventful moment.
5. Falling action	<b>Wind-down</b> is made up of the events after the climax of a story that wrap up the plot and lead to resolution.
6. Resolution	The tidying up of loose ends, pulling the threads of a story together.
7. Ending	The last words, leaving an impression on the reader.

INTERESTING SENTENCE STARTERS
-ly <b>adverbs</b> followed by a comma: "Suddenly, the..."
-ing <b>verbs</b> : "Frowning, she..."   "Laughing loudly..."
<b>short sentence</b> : "I was hidden."   "Suddenly she paused."
<b>nouns</b> : "Leaves scattered..."   "Cars flew by..."
<b>Preposition</b> : "Before she knew it"   "Without warning"

KEY TERMS
<b>Cataphoric reference:</b> pronouns usually refer to a noun that has already been mentioned, but just using a pronoun in the opening sentence can make your reader wonder 'who is it?' or 'what is it?'
<b>Characterisation:</b> the creation and convincing representation of fictitious characters.

<b>Cliffhanger:</b> A moment where the story is very exciting and everyone wants to know what's going to happen next but then the story is paused and we are left waiting.
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<b>Figurative language:</b> language techniques used to convey a complicated meaning, colorful writing, clarity, or evocative comparison. (e.g. metaphor / simile / personification)
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<b>Narrative hook:</b> catches your reader's attention and draws them into your story.
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<b>Pathetic Fallacy:</b> human emotions attributed to aspects of nature, such as the weather. The weather can be used to reflect a person's mood, with dark clouds or rain present in a scene involving sorrow.
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<b>Plot synopsis:</b> A plot synopsis is a summary of the story. It simply tells the plotline so that you know what happens.
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<b>Sensory writing:</b> Sight, sound, touch, smell, and taste. Writers employ the five senses to help their reader imagine the setting they are creating in detail.
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<b>Show don't tell:</b> Physical descriptions (rather than statements of fact or events) to help develop character, mood and atmosphere.
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# Year 9 Descriptive Writing



Approaching a Poem – MESSAGE, TONE, LANGUAGE and STRUCTURE, CONTEXT	
<p><b>MESSAGE</b></p> <ul style="list-style-type: none"> <li>• What is the poem about?</li> <li>• Are meanings clear or ambiguous? Literal or figurative?</li> <li>• Who is the speaker? What are their thoughts?</li> <li>• Are there any alternative interpretations?</li> <li>• What is the key message/ morale of the poem?</li> <li>• Who is the poem written to?</li> <li>• What themes are in the poem? Why are these significant?</li> <li>• How is the reader intended to react?</li> <li>• How does the poem make you feel?</li> </ul>	<p><b>TONE</b></p> <ul style="list-style-type: none"> <li>• How does the speaker/ subject feel?</li> <li>• What is the feeling that you get when reading the poem? What attitudes does the poem express?</li> <li>• What mood runs through the poem? Why has the poet done this? What is the poet trying to say?</li> <li>• Does the mood stay the same throughout the poem, or does it change?</li> </ul>
<p><b>LANGUAGE &amp; STRUCTURE</b></p> <ul style="list-style-type: none"> <li>• Where are key words and why are they significant?</li> <li>• Are there any effective language techniques used by the poet? (See the 'Language Techniques' section of the knowledge organiser)</li> <li>• What do you notice about the structure of the poem? (See the 'Structural Information/Techniques' section of the knowledge organiser)</li> <li>• Link back: how do the language or structural choices made by the poet lead you to your understanding of the MESSAGE and TONE?</li> </ul>	<p><b>CONTEXT:</b></p> <ul style="list-style-type: none"> <li>• Who is the poet and when did they live?</li> <li>• What happened in the poet's life? Did this influence their poetry?</li> <li>• What social/ political ideas did the poet hold? How do these affect his/her poetry?</li> <li>• What styles/ forms/ language is the poet known for? Are these evident in this poem?</li> <li>• When/where do you think that the poem was set/written?</li> <li>• What were the main attitudes at the time? What clues in the poem are there for this?</li> <li>• Is the poem linked to any historical events? How is this significant?</li> </ul>

Structural Information/Techniques – the form (style) of the poem, its rhyme, rhythm, and meter, and how it is set out on the page	
<p><b>Form</b> The <b>form</b> of a poem is its physical structure. A poem's form is dictated by its stanza structure, line lengths, and rhyme scheme, amongst other features. Here are some common forms of poetry:</p> <ul style="list-style-type: none"> <li>• <b>Sonnet</b> – A short rhyming poem with 14 lines. Sonnets use iambic meter in each line, and use line-ending rhymes.</li> <li>• <b>Elegy</b> – A poem of serious reflection, normally about the dead.</li> <li>• <b>Narrative</b> – Narrative poems tell the story of events through poetry. There are clear narration, characters and plot.</li> <li>• <b>Epic</b> – A lengthy poem celebrating adventures &amp; accomplishments.</li> <li>• <b>Free Verse</b> – Free verse poems do not follow any rules.</li> <li>• <b>Ballad</b> – A long poem in short stanzas – normally quatrains (4 lines) - that tells a story. They often use repetition.</li> </ul>	<p><b>Rhyme</b> <b>Rhyme</b> is the 'correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.' Poets use rhyme for a number of reasons:</p> <ul style="list-style-type: none"> <li>• To make a poem more musical and give it a 'beat' or 'rhythm, or to show creativity and sophistication in language'</li> <li>• To emphasise particular words/sounds that hold value or add meaning to the poem/ its messages;</li> <li>• Aid the memory for recitation purposes.</li> </ul> <p>Poets organise the rhyme in their poems using <b>Rhyme Schemes</b>:</p> <ul style="list-style-type: none"> <li>• This can help to establish the form – for example, the English sonnet traditionally holds an ABAB-CD-DEFE-GG rhyme scheme.</li> </ul>
<p><b>Stanzas</b> A <b>stanza</b> is a grouped set of lines in a poem, set apart from other lines by a blank line of indentation.</p> <ul style="list-style-type: none"> <li>• Stanzas are often used to group related ideas, or show content related to a particular time or place.</li> <li>• Poets manipulate the number, type, and length of stanzas to aid meaning.</li> <li>• Names of stanzas of different lengths are shown on the right.</li> </ul>	<p><b>Metre/Rhythm</b> The <b>metre</b> of a poem is the measured pattern of rhythm created by stressed and unstressed syllables. Rhythm refers to the overall tempo, or pace, at which the poem unfolds. Poets who write free verse often tend to ignore meter and focus instead on the content and tone of their poem. However, many poems follow a clear metre throughout. Common metres are below:</p> <ul style="list-style-type: none"> <li>• Iambic: Metre which starts with an unstressed and then a stressed syllable.</li> <li>• Trochaic: Metre which starts with a stressed and then an unstressed syllable.</li> <li>• Dactylic: Metre which starts with a stressed and then 2 unstressed syllables.</li> <li>• Anapestic: Metre which has 2 unstressed and then a stressed syllable.</li> </ul>
<p><b>Key Questions Regarding Structure</b></p> <ul style="list-style-type: none"> <li>• What is the form of the poem? How do you know?</li> <li>• Does the poem have a regular or irregular structure? Why?</li> <li>• How many stanzas does it have? What can be read from this?</li> <li>• Does the poem rhyme? What rhyme scheme does it use? What is the effect of this? Is the rhyme regular or irregular?</li> <li>• What can be noted about the line length/ metre?</li> <li>• What rhythm (if any) runs through the poem? Why did the poet include this line length/ metre/ rhythm in the poem?</li> </ul>	<p><b>Line Type/Length</b> <b>Lines of poetry can end in two ways – enjambment (the sentence runs over two lines) or end-stopped.</b> Unlike prose, writers of poetry can end lines where they choose, meaning that the line type and length is often employed to support meaning.</p> <ul style="list-style-type: none"> <li>• The use of long lines, containing enjambment, for example, can reflect complex or even confusing ideas.</li> <li>• Short, end-stopped lines may be used for dramatic effect, or to allow the reader to dwell on ideas.</li> </ul>





Language Techniques – vocabulary, phrases, techniques and devices used by the poet.		
<b>Interesting Adjectives</b>	Describing words that are specific or beyond the most obvious, creating a clear effect.	"Parting with his poison – Flash of <u>diabolic</u> tail in the <u>dark</u> room - he risked the rain again."
<b>Interesting Verbs</b>	Doing words that are specific or beyond the most obvious, creating a clear effect.	" <u>Stumbling</u> across a field of clods towards a green hedge That <u>dazzled</u> with rifle fire, hearing Bullets <u>smacking</u> the belly out of the air"
<b>Imagery</b>	Words or phrases that appeal to any sense or any combination of senses.	"Yellow, and black, and pale, and hectic red, Pestilence-stricken multitudes: O thou, Who chariotest to their dark wintry bed"
<b>Similes</b>	A comparison between two objects using "like" or "as"	"O my Luve is <u>like</u> a red, red rose That's newly sprung in June      O my Luve is <u>like</u> the melody That's sweetly played in tune."
<b>Metaphors</b>	A comparison between two things in order to give clearer meaning to one of them.	"'Hope' <u>is</u> the thing with feathers— / That perches in the soul And sings the tune without the words/ And never stops - at all"
<b>Alliteration</b>	The repetition of initial consonant sounds	"With <u>swift, slow, sweet, sour</u> ; adazzle, dim; He fathers-forth whose beauty is past change."
<b>Assonance</b>	The repetition of vowel sounds	"With its <u>leaping</u> , and <u>deep</u> , cool murmur... ... <u>White</u> and <u>shining</u> in the silver-flecked water."
<b>Repetition</b>	The repeating words, phrases, lines, or stanzas	Keeping <u>time, time, time</u> , In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the <u>bells, bells, bells, bells</u> ,
<b>Onomatopoeia</b>	The use of words which imitate sound	"A child sitting under the piano, in the <u>boom</u> of the <u>tingling</u> strings And pressing the small, poised feet of a mother who smiles as she sings."
<b>Oxymoron</b>	A figure of speech in which apparently contradictory terms appear together.	"Down the close, darkening lanes they sang their way To the siding-shed, And lined the train with faces <u>grimly gay</u> ."
<b>Personification</b>	A figure of speech which gives animals, ideas, or inanimate objects human traits or abilities	" <u>Death, be not proud</u> , though some have called thee Mighty and dreadful, for thou art not so;"
<b>Hyperbole</b>	Exaggerated statements or claims not meant to be taken literally.	" <u>The sea him lent those bitter tears</u> Which at his eyes he always wears/ And from the winds the sighs he bore, Which through his <u>surgings breast do roar</u> ."

# Climate Change

## WHAT IS CLIMATE?

- Climate is the average weather in a place. It tells us what the weather is usually like.
- Climate is worked out by taking weather measurements over a long period of time (usually 30 years) and then calculating the average i.e. of temperature and rainfall.
- Weather is what you get on a day-to-day basis

## WHAT IS CLIMATE CHANGE?

A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels!

## EVIDENCE FOR CLIMATE CHANGE

### ANALYSIS OF POLLEN AND TREES

Allows us to see if more or less pollination has taken place. More pollen would suggest a warmer climate as there would be more pollen and less pollen would indicate the opposite.

### WEATHER RECORDINGS

Thermometers are more accurate now and digital readings can be recorded remotely. This means you can easily tell if the climate has changed as you can compare different dates at different times

### ICE CORES

Locked inside ice are molecules and trapped air, which are preserved year on year with more snowfall. Subtle changes in temperature can be measured from ice cores extracted in Antarctica. These can be used to tell the climate from millions of years ago.

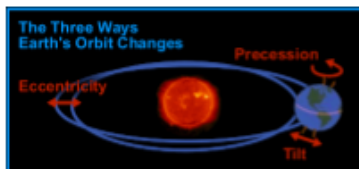
### ROCKS AND FOSSILS

These can be studied for information covering longer time periods Eg. limestone would have been formed on the bottom of a warm seabed millions of years ago. Telling us what climate was like when first created

## NATURAL CAUSES OF CLIMATE CHANGE

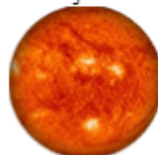
### ORBITAL THEORY

- The Earth's orbit is sometimes circular, and sometimes more of an ellipse (oval)
- The Earth's axis tilts. Sometimes it is more upright, and sometimes more on its side.
- The Earth's axis wobbles, like a spinning top about to fall over.



### SUNSPOT THEORY

- The Sun's output is not constant. Cycles have been detected that reduce or increase the amount of solar energy.
- Temperatures are greatest when there are plenty of sunspots - because it means other areas of the Sun are working even harder!



### THE ERUPTION THEORY

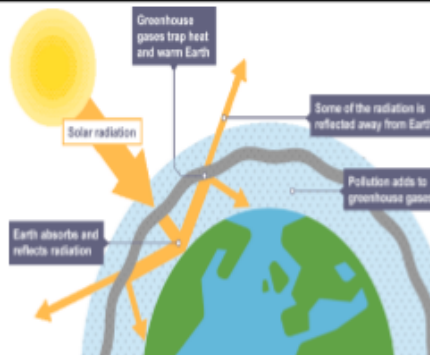
- Volcanic eruptions produce ash and sulphur dioxide gas. This is circulated globally by high level winds.
- The blanket of ash and gas will stop some sunlight reaching the Earth!
- Instead, the sunlight is reflected off the ash/gas, back into space.
- This cools the planet and lowers the average temperature.



## HUMAN CAUSES OF CLIMATE CHANGE

### THE GREENHOUSE EFFECT

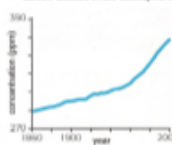
- A natural function of the Earth's atmosphere is to keep in some of the heat that is lost from the Earth.
- The atmosphere allows the heat from the Sun (short-wave radiation) to pass through to heat the Earth's surface.
- The Earth's surface then gives off heat (long-wave radiation).
- This heat is trapped by **greenhouse gases** (eg methane, carbon dioxide and nitrous oxide), which radiate the heat back towards Earth.
- This process heats up the Earth.



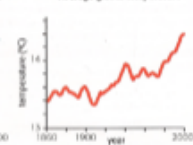
### HUMAN FACTORS INCREASING WARMING

- Burning fossil fuels, eg coal, gas and oil - these release carbon dioxide into the atmosphere.
- Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.
- Dumping waste in landfill - when the waste decomposes it produces methane.
- Agriculture - agricultural practices lead to the release of nitrogen oxides into the atmosphere.

Carbon dioxide in the atmosphere



Average global temperature



- Carbon dioxide (CO2) is a greenhouse gas
- As technology has developed and the population on earth has increased, the amount of CO2 has increased since 1860.
- Data clearly shows that although temperatures have fluctuated since 1960, the general pattern is that global temperatures have increased as CO2 levels rise

## What were conditions like in the trenches?



Key Word	Definition
Blighty	Slang term for Britain/ A wound that got you sent home.
Conscription	When the government makes military service compulsory
Dug out	An area of the trench where a soldier could rest.
Lord Kitchener	Minister of War- in charge of recruitment.
No mans land	The area of land between enemy trenches.
Shell shock	A psychological impact of being in the war- PTSD
Trench foot	A condition caused by being in waterlogged trenches.
Pals battalion	A group of friends who all joined the army at the same time.

For the soldiers of the First World War fighting was an exceptional circumstance, rather than the norm. For many, life consisted of toiling to keep those at the front supplied. But the frontline troops themselves were rotated to ensure that time spent facing the enemy was balanced by periods of rest and, occasionally, home-leave. The determination of soldiers to keep fighting could be strongly influenced by the regularity of this rotation. Some armies were more efficient than others in this respect. Russian and Turkish soldiers, often fighting at huge distances from home, in regions poorly served by railways, were less able than others to find respite from the hardships of the front.

Paul Cornish



What do I need to know?	
	Trenches were needed as the two sides were at stalemate- neither could advance any further. So they built a trench system to protect themselves from enemy fire whilst holding their ground.
	The German trenches were more advanced and had concrete dugouts. They quite often also had the higher ground and so had better drainage.
	Soldiers did not spend all of their time in the front line trenches, they would rotate their time through the front line and reserve trenches. Even in the frontline they were not fighting all the time and boredom was a problem.
	The frontline trenches were very unhealthy. There were lots of rats and the trenches became waterlogged in wet weather which led to trench foot. Soldiers also had to contend with body lice and poor food supplies.
	The war led to rapid advancements in technology- tanks and offensive machine guns were developed as well as new communication technology and medical technology such as x ray machines.

READ	<a href="https://www.history.com/news/life-in-the-trenches-of-world-war-i">https://www.history.com/news/life-in-the-trenches-of-world-war-i</a>
WATCH	<a href="https://www.youtube.com/watch?v=YziMQ3Dlx04">https://www.youtube.com/watch?v=YziMQ3Dlx04</a>
LISTEN	<a href="https://www.bbc.co.uk/programmes/b04n6016">https://www.bbc.co.uk/programmes/b04n6016</a>

# How did WWI begin?



Key Word	Definition
Alliance	A defensive union of countries
Assassination	A murder carried out for political reasons
Imperialism	When countries develop an Empire
Militarism	Build up of military forces
Nationalism	Strong sense of pride in your own country
Propaganda	Information from the government to persuade people to think a certain way
Treaty	A formal agreement between two countries
Trench	A long narrow ditch to shelter from artillery

In 1914 Europe walked over a cliff into a catastrophic conflict which was going to kill millions of its men, bleed economies dry, shock empires and societies to pieces and fatally undermine Europe's dominance of the world. All caused by rivalries over colonies, economic competition and a growth of nationalism.

*Margaret MacMillan*



What do I need to know?	
	The Kaiser, the German King, was ambitious and wanted Germany to be as great as Britain. He built up Germany's military resources and Empire.
	Nationalism means believing that your country is better than others. Countries had nationalistic songs like "Land of Hope and Glory"
	Imperialism means developing an Empire. Britain had the largest Empire in the world, covering ¼ of the globe. Countries competed over the Scramble for Africa after 1881.
	Militarism is the build up of weapons. Germany and Britain competed in building Dreadnoughts – boats which were superior to all other due to their speed and number of guns.
	Countries in Europe divided themselves into two camps. The Triple Alliance was made up of Germany, Austria-Hungary and Italy. The Triple Entente included Russia, Britain and France
	In June 1914 the Black Hand Gang assassination Frank Ferdinand in Sarajevo. Austria-Hungary received a blank cheque offer of help from the Germans which encouraged them to declare war on Serbia and Russia.



If you want to find out more check out the following links or scan the QR codes on your phone or tablet.



**READ**

<https://www.historyextra.com/period/first-world-war/books-interview-margaret-macmillan-on-the-first-world-war/>



SCAN ME



**WATCH**

<https://m.youtube.com/watch?v=aU1HzdhEPbw>



SCAN ME



**LISTEN**

[https://play.acast.com/s/historyextra/http%3A%2F%2Fbristolcdn.s3.amazonaws.com%2Fbbchistory%2Faudio%2FHistoryExtra\\_2014\\_08\\_07.mp3](https://play.acast.com/s/historyextra/http%3A%2F%2Fbristolcdn.s3.amazonaws.com%2Fbbchistory%2Faudio%2FHistoryExtra_2014_08_07.mp3)



SCAN ME

Knowledge Organiser: Music Theory Introduction

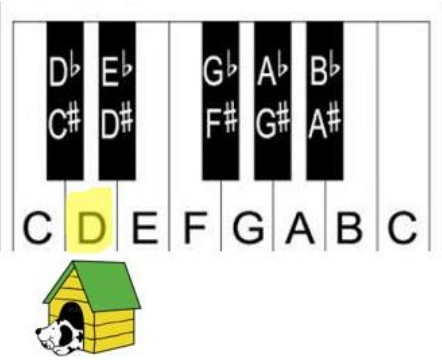


The notes are either on the line or in the space



Treble Clef

Stave (the 5 lines)



Learning to read  
MUSIC

PITCH

(high/low notes)

RHYTHM

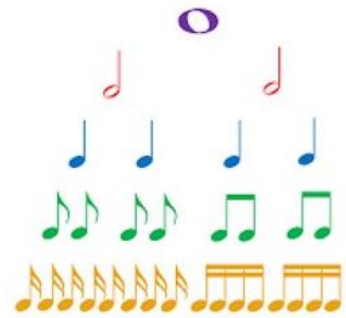
(long/short notes)

Finding the notes on the  
KEYBOARD

*The dog is in the kennel*  
(D is between two black notes)

Musical  
ELEMENTS

(to describe and build music)



	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat
	Semiquaver	¼ beat

Pitch	High / Low
Rhythm	Long / Short
Tempo	Speed
Dynamics	Volume
Texture	Layers of sound
Timbre	Type of sound
Tonality	Major/minor



# Jazz and Musicals



George Gershwin

An American in Paris  
  
Porgy and Bess

Rodgers and Hammerstein

The King and I  
  
South Pacific

Lucy Simon

The Secret Garden  
  
Doctor Zhivago

Stephen Sondheim

Sweeney Todd  
  
Into the Woods

Kristen Anderson-Lopez

Frozen  
  
Coco

Claude-Michel Schonberg

Les Miserables  
  
Miss Saigon

Andrew Lloyd Webber

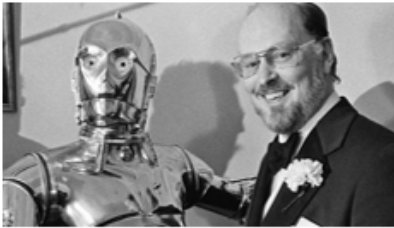
Cats  
  
School of Rock

## Jazz

- Improvisation – composition in real time
- Swing – uneven rhythm
- Syncopation – off beat
- Virtuosic playing – very technically demanding
- Complex chord sequences
- Duke Ellington
- Miles Davis

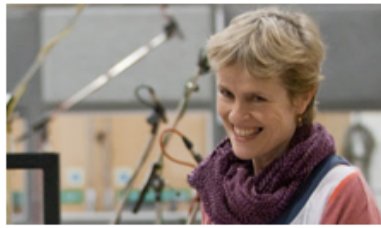
## Musicals

- Music in a popular style
- Solo songs, duets, choruses and ensembles
- Orchestra or band accompaniment
- Spoken dialogue
- Dance sequences, stage spectacles and magnificent costumes



**John Williams**

Star Wars  
Indiana Jones  
Harry Potter  
Jaws



**Rachel Portman**

Chocolat  
One Day  
The Cider House Rules  
Oranges are not the only fruit



**Howard Shore**

The Lord of the Rings  
Hugo  
The Hobbit  
Big



# Film Music



**Danny Elfman**

Alice in Wonderland  
Batman  
Edward Scissorhands  
Beetlejuice

Leitmotif	Musical theme for a character
Ostinato	Repeated musical phrase
Cue Sheet	Breakdown of all the music used in a film and where it appears
Underscore	Background music
Synchronisation	Timing of sounds with actions



**Hans Zimmer**

Gladiator  
Inception  
Interstellar  
The Last Samurai

# CHRISTIAN BELIEFS

Nature of God  
What Christians believe  
God to be like...



- Monotheists** - the belief in ONE God.
- Atheists** - someone who does not believe in God(s)
- Agnostic** - someone who is unsure about God's existence.
- Theist** - someone who believes in God(s).

**Omnipotent** - all powerful 

**Omnipresent** - all present (everywhere)


**Omnibenevolent** - all loving 

**Omniscient** - all knowing 

**Just** - fair and forgiving 

**Creator Ex Nihilo** - creator out of nothing 

**Eternal** - never ending / never dies

**Transcendent** - outside time & space. 

**The Trinity**  
• There is only one God.  
• Each person of the Trinity is fully God.  
• The persons of the Trinity are not the same.


**Holy Trinity**  
Three 'persons', all of which are God.



**God the Father** - creator of the Earth & everything in it.

**God the Son** - God incarnate (in human form), in the form of Jesus.

**God the Holy Spirit** - once Jesus left the Earth the Holy Spirit guides & influences people today.

 Three separate leaves but really one leaf.

The Problem of Evil & Suffering

"If God is all powerful, loving and just, then why does he allow evil & suffering?"



Can God stop evil & suffering?  
Does he care that humans suffer?  
Has God abandoned humans?

**Natural Evil**  
Natural disasters, droughts, floods - pain & suffering caused by events out of human control.

**Moral Evil**  
Murder, stealing, cheating - pain & suffering caused by human choices.

Christian Responses to explain Evil & Suffering

• Many people are able to do evil things because God gave humans **free will**. It is more loving to allow freedom of choice.



• God is being fair & just in allowing suffering as humans deserve punishment for their sins.



• When people go through hard times, some Christians believe God is testing their faith. Like the story of Job.





## Christian Beliefs about Creation



1 Light & Dark



2 Clouds & Oceans



3 Sun, Moon, & Stars



4 Land, Plants, & Trees



5 Fish & Birds



6 Man & Animals



7 God Rested

**Literal Interpretations** - the story is literally true. God created the world in 7 days (24 hours)

**Liberal Interpretations** - the story is metaphorical (holds symbolic truth). God could have created/started the Big Bang.


**Dominion** - control over something  
**Stewardship** - managing resources in a responsible way

**Role of the Spirit in Creation**  
'the spirit of God' hovering over the waters. Suggests the presence of the Holy Spirit at the beginning of creation.

**Role of Jesus in Creation**  
John 1:1-18 - in this extract experts believe 'The Word' is referring to God the Son (Jesus)

## Influences of the Creation Story today...



- Literal readings - hard to trust science. 
- Metaphorical readings can see science & religion complimenting themselves.

- Literal account emphasises God's power.
- If people see God as creating the world for humans they may feel they can do what they want with it (dominion).
- Other may feel they need to look after it on behalf of God (stewardship)

## Sin

Sin is an action or thought that is against God's will.

- Sinful thoughts can lead to sinful actions.
- All humans sin - no one is perfect.
- Consequences of sin - death & hell unless they are confessed and forgiveness is asked for.

**Original Sin** - human beings are born with an in-built tendency to do wrong.

**Adam & Eve: The Fall**  
Disobeyed God's instruction not to eat from the Tree of Knowledge and became aware of sin.



- As punishment God banished them from the Garden of Eden.
- Humans became mortal.
- This original sin was passed on through generations.

## Literal Interpretations

- The story is 100% true.
- The snake was the devil in disguise.
- It is the devil who tempts people to do wrong.
- This was the beginning of man's fall (separating from God).

## Liberal Interpretations

- Teaches Christians the God gave humans free will.
- If sinful actions chosen they will be separated from God & punishment served.
- Good actions are rewarded.
- More a moral teaching.

## Incarnation - becoming flesh, taking human form.

- Gospels of Matthew & Luke - state clearly that Mary did not conceive Jesus sexually.
- Immaculate conception - evidence of Jesus being fully God & fully human.
- Jesus as God in human form made it easier to accept his teachings.

### Jesus' God-like qualities

- Miracles
- Authority to forgive.
- Resurrection - power over death.

### Jesus' human qualities

- Ate, slept & cried when his friend died.
- Suffered pain leading to his death.

## The Life of Jesus



## Crucifixion - when Jesus was put to death on the cross.

- Sentenced to death by Pontius Pilate
- Crucifixion - death by asphyxiation (not being able to breathe).
- Jesus suffered the pain of his crucifixion.



### Importance today...

- Accept Jesus' sacrifice, sin can no longer destroy their lives.
- Suffering is a part of life - God understands what the sufferer goes through.
- Sacrifice remembered through the Eucharist (Holy Communion).



## Resurrection - rising from the dead.

- Jesus was laid to rest in a tomb on Good Friday.
- Early Sunday morning some of Jesus' female followers went to prepare his body for burial but it was not there.
- Two angels are said to have told them Jesus had risen from the dead.

### Importance today...

- Shows Jesus' divinity - overcame death.
- Power of good over evil.
- Reassures Christians God will forgive them if they accept Jesus.

## Ascension - 40 days after resurrection Jesus returned to heaven.

- Jesus told his disciples to carry on his work before he ascended up to heaven.

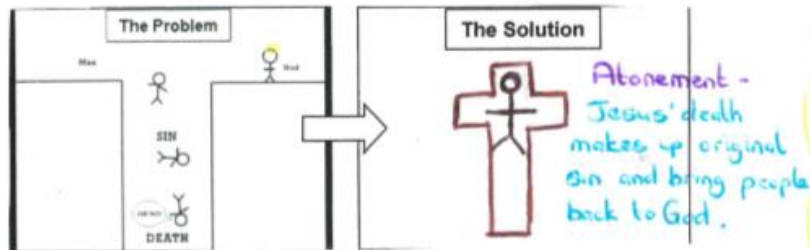
### Importance today...

- Paves the way for the Holy Spirit.
- Jesus watching over Christians from heaven.



## Salvation - to be saved from sin and the consequences of it.

- Sin has separated humans from God, salvation enables humans to get close again.
- Salvation through good works - obeying God's laws.
- Salvation through grace - given by God through faith in Jesus.



Salvation is what Christians believe Jesus brought them.  
Atonement refers to how he did it - dying as a sacrifice.

## The Afterlife - Judgement


**Particular Judgement** - afterlife begins upon death. Souls are judged on their good & bad deeds.

**General Judgement** - a day of judgement when Jesus will return (parousia) and judge the living and the dead.

## The Parable of the Sheep & Goats

- 'Goats'**
- Represent people who have not followed Jesus' examples
  - People who have not obeyed God's laws.
- Sent to hell 






- 'Sheep'**
- Represent people who have accepted Jesus & his teachings.
  - Performed good deeds and helped others.
- Rewarded in heaven 

## Heaven



Eternal life with God with no pain or suffering.

- Some Christians believe it is physical place beyond the clouds. God sits on a throne and angels fly around.
- A chance to be with family and friends again 
- Some Christians believe heaven is more a spiritual existence of peace & happiness 
- Some Christians believe only those who followed Jesus will be with God in heaven. 

## Purgatory

Waiting Room

Roman Catholic belief.

The intermediate state where souls are cleansed in order to enter heaven.

- No one can live a sin free life so souls need cleansing before heaven.
  - Prayers are said by living for passed souls.
- Influence of these beliefs today:**
- Reassure Christians death is not the end.
  - Feel grateful that Jesus died for their eternal life.
  - Encourage Christians to live a good life.
  - Encourage conversion so people can go to heaven.

## Hell



A place of eternal suffering or state of being without God.

- Seen as the opposite of heaven.
- Often shown as a place of eternal suffering, terror, fire and torture ruled by the devil.
- Some Christians believe it is a spiritual existence without God.
- Other Christians see Hell as the complete annihilation of the soul.

