



Bottisham Village College

KNOWLEDGE ORGANISER

YEAR 9

TERM 3



Bottisham Village College

At Bottisham Village College, we are striving to create a five-year curriculum plan that builds effective revision strategies into homework and lessons, to ensure that students are able to place powerful knowledge into their long-term memories. Additionally, we hope that this will help build effective learning strategies from early in their time here at the college.

Based on evidence, we know that regular recall activities are the best way of achieving this goal and committing powerful knowledge into the students' memories.

At the start of each term, we shall publish all the knowledge organisers that students will require for their studies in each curriculum area. These will cover a range of aspects: facts, dates, characters, quotes, precise definitions and important vocabulary. We are clear: if this fundamental knowledge is secured, students can then develop their higher-level skills of analysis and critical understanding with greater depth.

They will be given an electronic A4 Knowledge Organiser (KO) booklet for each term containing all of the knowledge required. In lessons, Bottisham staff will be regularly testing this fundamental knowledge, using short-quizzes or even more formal "Faculty Knowledge Tests".

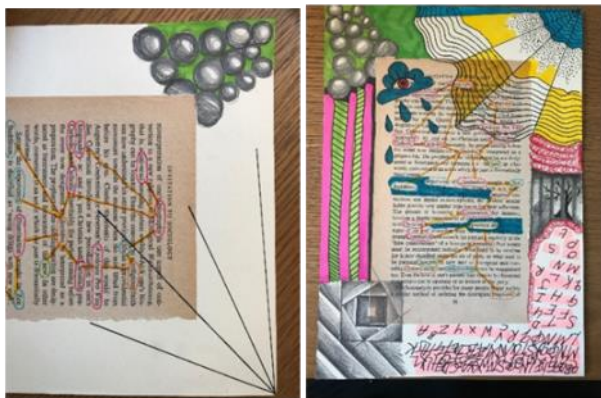
The best way to use these organisers at home, is to follow a simple mantra:



- 1. Look at a certain aspects of a particular knowledge organiser**
- 2. Cover up part of their knowledge organiser**
- 3. Write it out from memory**
- 4. Check and correct any spelling mistakes, missing bits or mistakes**

So simple but so effective.

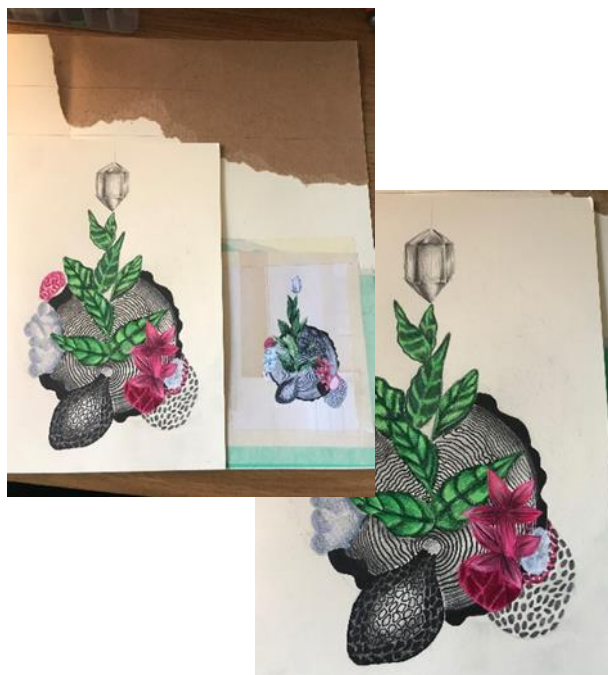
You will learn about Mixed media and in particular how to combine art materials.



You will learn how to imaginatively create a double page of research inspired by Valerie Roybal.



You will create your own mixed media drawings by responding to the artist.



You will create your own designs and learn how to extend your technical expertise of how to use colour pencils, tonal contrast, oil pastels and mark making with ink.



You will learn about the process of mixed media and how to merge materials and techniques together.



Tonal Contrast
Shading
Layering
Mark making
Colour blending

You will create your own Final piece



Depending on which Technology rotation students are on, they may be working in Computing, D&T or Food Technology

Unit Topics:
Spreadsheets
Computer Systems recap
Programming
Website making

Programs use:
GoogleSlides, GoogleDocs
Microsoft Office
Python
Dreamweaver

Digital Literacy

Excel tools: (Spreadsheet)

COUNTIF – counts a particular item within a range to tell you how many times it appears.

VLOOKUP – finds a value and tells you what it is.

IF Statement – an action is carried out depending on a value in a cell. For example, if the value >50, it will say you passed the exam, if <50, it will say you failed.

Basic Formulas in Excel



Dreamweaver tools: (website making)

Hotspot Image – an image on a site which had a hyperlink.

Rollover Image – an image which changes to another image when you hover your cursor over it.

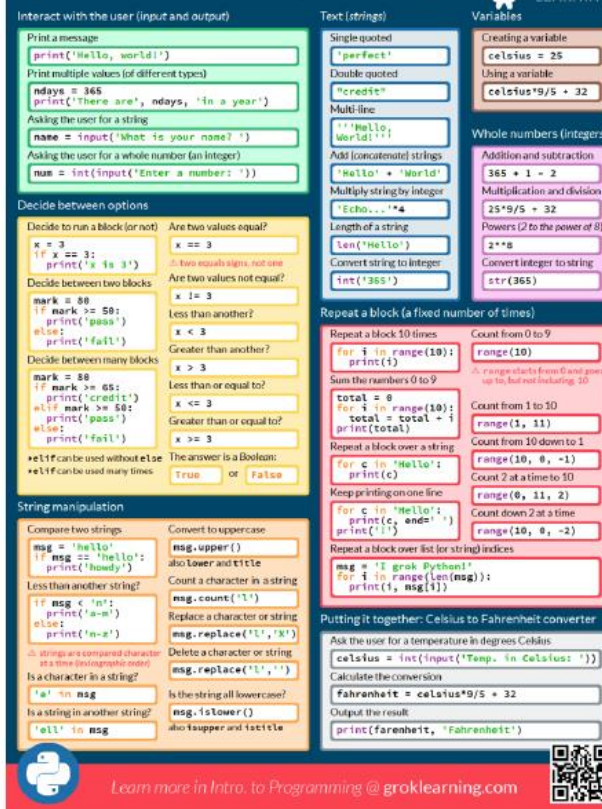
Target Audience – who the site is aimed at.

Site map – how the site links together. Also called the navigation.

WYSIWYG – What You See Is What You Get.

Computer Science

Python 3 cheatsheet (the basics)



E-safety

Digital Footprint – the trail of data you create while using the Internet.

Privacy Settings – the settings which can be applied so that you choose who sees your content.

Fake News – content which has been manipulated or incorrectly reported.

Photoshopping – editing images.

Age Restriction – an age limit in place to help protect users from seeing inappropriate content.



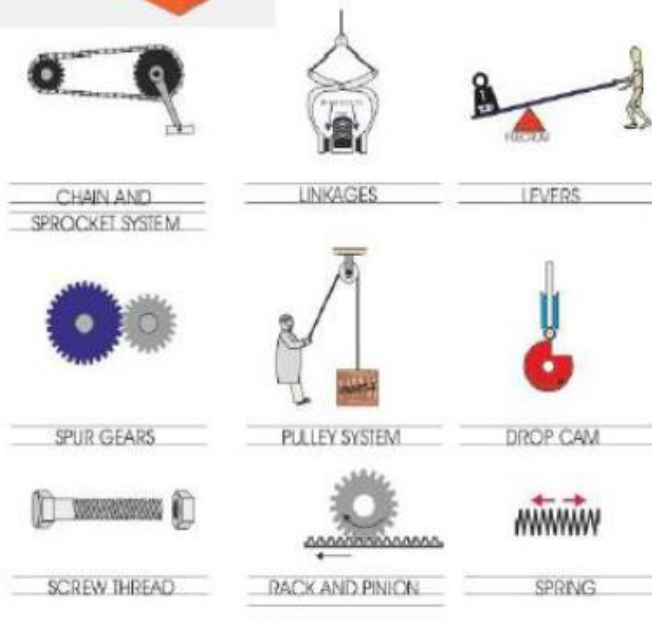
Need help? Search for:
Childline, internetmatters, ceop or thinkuknow for information and advice.

Depending on which Technology rotation students are on, they may be working in Computing, D&T or Food Technology

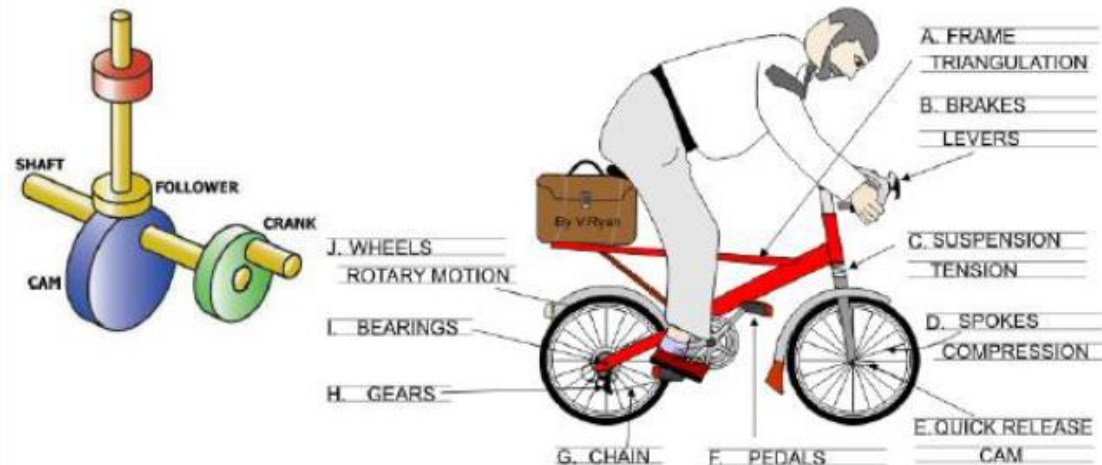
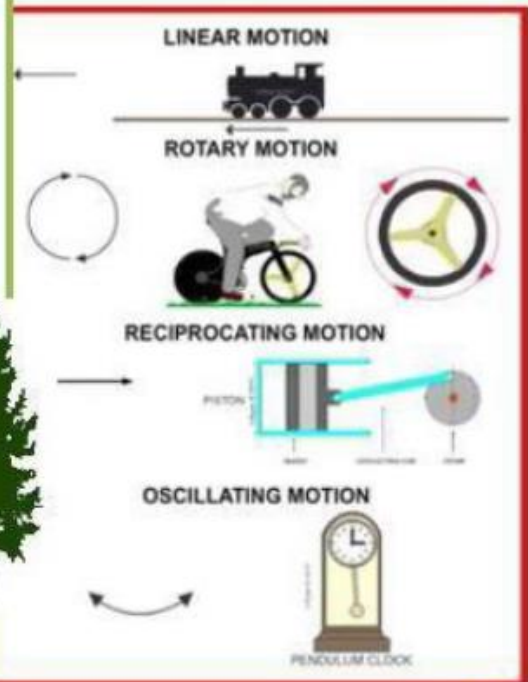
Knowledge organiser for the Year 9 Automaton Project



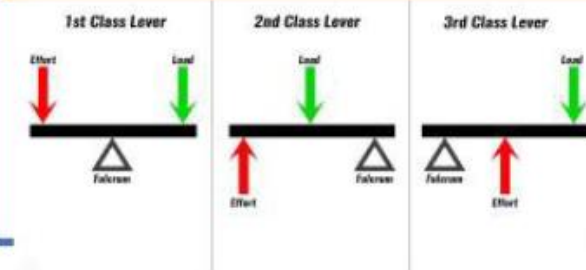
The fretsaw is a general workshop machine. It is used to cut and shape light materials such as acrylic, MDF and plywood. The materials cut more easily if they are quite thin, for instance, any material thicker than 10mm would be difficult to shape. The general rule is that the thicker the material, the slower the machine operator pushes the work against the blade.



There are two types of Wood: **softwood** and **hardwood**. These names do not refer to the properties of the wood: some softwoods can be hard and some hardwoods can be soft. Softwoods, such as pine, come from **coniferous** trees. These keep their leaves all year round. They can be grown in renewable managed forests. This means that more wood can be grown to replace what's used.



Key word Focus; Mechanism, ratchet, reciprocating, circumference, diameter, radius



TELLING TALES

Key Vocabulary

What is a short story? "A story with a fully developed theme but significantly shorter and less elaborate than a novel."

Narrative Arc

Feature	Definition	Diagram
Exposition	The opening of a narrative. The setting, characters and key themes are introduced.	
Catalyst	This 'sparks' the plot and sets the events into motion.	
Rising Action	The characters encounter problems, ask questions, leave breadcrumbs and barriers that must be overcome.	
Climax	The most dramatic and emotional part of a narrative.	
Falling Action	The falling action of a story is the section of the plot following the climax, in which the tension stemming from the story's central conflict decreases.	
Resolution	It is when you learn what happens to the characters after the conflict is resolved.	

Narrative
Conflict
Diversity
Character
Tension
Theme
Identity
Memories
Experience
Racism
Humanity
Epistolary
Deprivation

Prejudice
Respect
Compassion
Uncomfortable
Inequality
Violence
Emotive
Stereotypes
Oppression
Empowerment
Redemption
Perspective
Characterisation

Key techniques

Narrative voice	Semantic field
Theme	Structure
Motif	alliteration
Contrast	Figurative
Imagery	Juxtaposition
Verb	Personification
Adjective	Symbolism

Short Story Writers – Celebrating Diverse Experiences and Voices

Kit de Waal was born in Birmingham to working class parents, and has an Irish mother and a Caribbean father. She is best known for her short stories and flash fiction.

Alex Wheatle MBE is a celebrated writer of young adult (YA) fiction, and author of the popular Crongton series, as well as his award-winning Small Axe films.

Dorothy Koomson is from London and Leeds, and is a best-selling author of contemporary thrillers.

Langston Hughes (1902–67) was a celebrated American social activist, writer and poet, famous for his short stories.

Bali Rai is from Leicester. He is an award-winning YA and children's author, whose aim is that his writing should be enjoyed by readers everywhere, irrespective of class or culture.

Jeffrey Boakye is an author, broadcaster, educator and occasional journalist with a particular interest in issues surrounding education, race, masculinity and popular culture.

Depending on which Technology rotation students are on, they may be working in Computing, D&T or Food Technology

Recipes to learn:

- Stir fry noodles
- Macaroni cheese
- Chicken, chorizo and chickpea stew
- Swiss roll
- Spanish tortilla
- Ratatouille
- Hob nob biscuit
- Shortbread
- Savoury rice scone

Other topics to learn:

- Healthy eating
- Religion and diet
- Nutritional needs of different groups



Scientific processes to learn

- Rubbing in – fat coats starch to limit the amount of gluten released
- Dextrinisation – starch turns brown in dry heat
- Denaturation – proteins change their structure when heated, whisked or mixed with acid
- Coagulation – proteins set when heated
- Aerating – adding air to a mixture to help it rise
- Caramelisation – sugar turns brown when heated.
- Convection heat – where heat is transferred through a liquid or gas.
- Conduction heat – where heat is transferred through solid materials.
- Gelatinisation – how starch thickens sauces

GELATINISE

starch grains swell and then burst open when heated with liquid, causing thickening

for example:

potatoes, rice and pasta soften

bechamel or cornflour sauces thicken



Skills to learn

- Chopping safely using the 'bridge and claw'
- How to 'rub in' butter and flour
- Sauce making (roux)
- Mixing
- Whisking
- Saut eing



GEOGRAPHY YEAR 9: BRAZIL

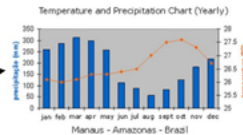
Key term	Definition
Birth rate	The number of births per 1000 of the population in a year
Death rate	The number of deaths per 1000 of the population in a year
Natural change	The difference between the birth rate and death rate
Push factor	Reasons for people to leave the place that they live (often forcing them out)
Pull factor	Reasons for people to move to a new location (attracting them)
Rural-urban migration	The movement of people from the countryside to cities
Favela	An area of low quality slum housing in a Brazilian city
Ecosystem	A community of plants and animals that interact with each other and the environment around them
Deforestation	The cutting down of trees

Key idea 2: Brazil's climatic variations affect its ecosystem distribution

Climatic variations

Because Brazil is so large, with many different landscapes, there are a number of different ecosystems found within the country

- 1: Hot and Wet
- 2: Warm and Wet
- 3: Cool and Wet
- 4: Hot and wet with dry seasons
- 5: Hot all year round wet season in the winter
- 6: Grass plains



Climate graphs

Climate graphs can be used to show the climate of Brazil's ecosystems, demonstrating that the tropical rainforest is hot and wet all year round

Key idea 3: Brazil's tropical rainforest is an important ecosystem facing a range of specific threats

Importance of the rainforest

Brazil's rainforest is home to a huge number of different species, making it a very important ecosystem. It also helps to control climate change and provides many resources for people to use. However, it is therefore at risk of deforestation.

Causes of deforestation

Cattle ranching
Road building
Logging
Mining
Indigenous tribes

Impacts of deforestation

Species loss
Soil erosion
Flooding
Climate change
Loss of homes

Key idea 1: Brazil's population is changing in a number of ways due to a range of factors

How Brazil's population is changing

Why Brazil's population is changing

Growth

Brazil's population has been increasing throughout the last century



As the birth rate and death rate have changed, the natural increase has led to a growth in Brazil's population, bringing a number of implications for the population. The birth rate and death rate are affected by Brazil's developmental context.

0.761
HDI score.

\$9,821
GDP per capita

92%
Literacy rate

Make-up

The groups of people that make up Brazil's population has changed

Changing birth and death rates also result in a changing age-sex structure over time.



Population pyramids are used to show the age-sex structure of a country's population and by comparing population pyramids you can see how a country's population has changed over time.

The width of the base illustrates the birth rate
The steepness of the side illustrates the death rate
The height illustrates the life expectancy



Location

Where the majority of Brazil's population live has changed

Brazil's global location and its natural features have an influence on where their population live. However, push and pull factors cause rural-urban migration to happen, changing where many people live. This results in the growth of favelas where poor living conditions are improved over time by the residents.



Push factors

Poor, thin soils

Unpredictable weather, affecting how easy it is to grow crops

Very little education or training is available

Many villages do not have electricity

Pull factors

Higher wages from a range of jobs

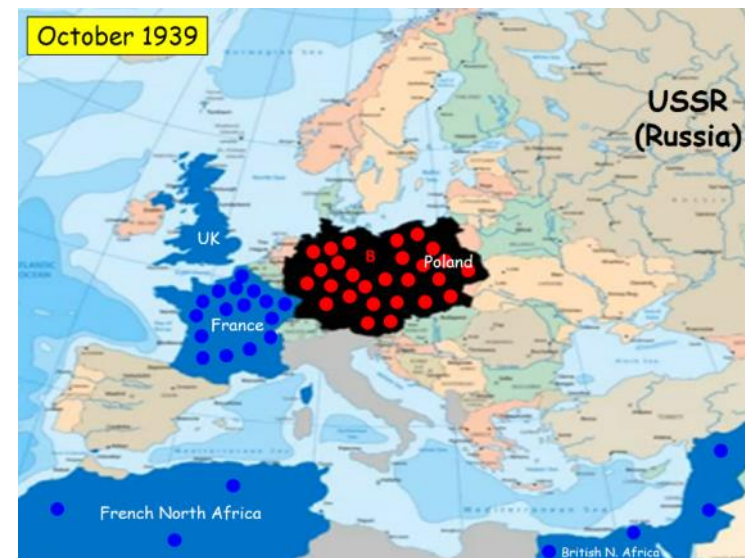
Medicine and health facilities are more accessible

There are lots of schools and colleges in cities

Transport infrastructure makes it easier to move around

What was World War Two in Europe?

- Two wars going on at the same time: a war in Europe which lasted from 1939 to 1945, and a war against Japan that lasted from 1941 to 1945.
- Over 80 million people died in the war, including lots of civilians. About 250 000 British people died.
- Most of the fighting in the European war was between Russia and Germany: 80% of the German casualties were on the Eastern front, and 25 million Russians were killed.
- During the war, the Germans conquered parts of Europe with large Jewish populations. This enabled Hitler, who was an anti-Semite, to launch the Holocaust—an attempt to kill all the Jews of Europe.
- **Who was fighting whom in Europe?**
- On one side: *Britain, France, the USA (December 1941 onwards), Russia (April 1941 onwards)* On the other side: *Germany, Italy*



Key people

Adolf Hitler The leader of Germany 1933-1945. He was responsible for the war occurring. He was a mass murderer, responsible for the deaths of millions of people. He insisted on controlling the German army in the war, even though he did not have much experience. He made lots of bad decisions, in part because he never let his armies retreat to a better position.

Josef Stalin The leader of the USSR WW2. He was betrayed by Hitler when Germany invaded Russia in 1941. Between 1941- 1943 he kept asking the Allies to open a second front in the war.

Winston Churchill British Prime Minister from 1940-1945. He decided not to surrender after the British were defeated by the Germans in France. He believed that the British should try to win the war by bombing Germany. He thought an attack on France across the Channel was too risky, and hoped to defeat Germany by attacking through southern Europe.

Franklin D Roosevelt American President for most of the war—he died in March 1945. He made sure that the USA prioritised the war with Germany rather than the war with Japan. He went along with Churchill's ideas about the war until 1943, when he told Churchill that the D-Day invasions would go ahead.

The impact on Civilians

Many more civilians died in World War 2 than in World War 1. This is because aircraft had developed to the point where they could be used to bomb cities. Also, the fighting was not fixed and was much more mobile. Also, the Nazis cared little about preserving human life and believed that certain races should be eliminated. Their success in the first part of the war, and in particular the fact that they ended up controlling those parts of Europe that contained the bulk of its Jewish population, meant that they were able to put these ideas into operation. Key events affecting civilians were:

The Blitz – in 1940 where the Germans bombed British cities including London and, famously, Coventry

The British and American bombing of Germany – Much more savage than the Blitz; most German cities were destroyed by fires started by bombs. The bombing of Dresden and the bombing of Hamburg exemplified this.

German actions against the peoples of Eastern Europe – The Nazis regarded the Slavs as sub human, and they wanted to use their land for German. They had no compunctions about killing them; millions were killed including Poles, Ukrainians and Russians.

The Nazi killing of the Jews – During the war large numbers of Jews came under Nazi control. At first they were killed by Einsatzgruppen; then, following Hitler's decision to implement the final solution, they were killed in extermination camps.

The German people at the end of the war – Many German women were raped by Russian soldiers at the end of the war; fourteen million Germans fled from the Eastern part of Germany after the war when it was given to Poland. Nine hundred thousand German civilians are thought to have died in the war.

What caused it?

- In 1933 Hitler became the leader of Germany. Between 1933 and 1939 he kept breaking the Treaty of Versailles (a peace agreement signed in 1919 following the end of WW1): he thought it was unfair. He started making the German army large again, which was not allowed by the Treaty.
- He took back land which had been taken from Germany, including the Rhineland, and the Saar. In 1938, he took over Austria. Even though this broke the Treaty the British/French did not punish Hitler. They appeased him.
- In 1938, he started to take control of a part of Czechoslovakia that contained Germans, called the Sudetenland. At first the British said they would go to war with Germany because of this; but then the British Prime Minister Chamberlain backed down. He met Hitler at Munich in Germany and said he could have the Sudetenland if he promise not to take over any other bits of Europe. Hitler agreed to this.
- But then, in 1938, Hitler took over the northern part of Czechoslovakia, called Bohemia. The British and French changed their policy. They knew that Hitler would try to take control of the parts of Poland that had been taken from Germany by the Treaty of Versailles, so they told him that they would go to war with him if he did.
- He ignored their warnings: he demanded this territory from the Poles. In order to avoid a two front war, he signed a pact with Russia, even though he secretly wanted to attack Russia. When the Poles refused to do what he wanted, he attacked them. Britain and France therefore went to war with Germany on 3 September 1939.

Key topic terms

Appeasement The British/French policy in the 1930s of avoiding war by letting Hitler and the Germans have what they wanted

Morale How confident people feel about achieving victory

Civilian Someone who is not a soldier

Propaganda Books, newspapers, posters, films etc. that are designed to persuade people that a particular point of view is right

Dictator: A ruler with total power over a country. Hitler and Stalin were both dictators

Pact An agreement between two countries. Another word for Treaty

Evacuation When a large group of people (such as an army) leave an area to go to a safer place

Second front Attacking in a second location. The Russians wanted Britain/USA to attack France.

Key history terms

Narrative: A style of writing that takes the form of a story/description of events. This usually involves a level of analysis in history e.g. how events are linked

Source: Information from the time period being studied e.g. a WW2 soldier's diary

Fighting in WW2

1939 Hitler conquers Poland.

May 1940 Hitler attacks France. He defeats the British and the French. Most the British army escapes from France as part of the Dunkirk evacuation. The British, though defeated, do not surrender.

September 1940 to December 1941 Hitler tries to destroy the British airforce so that he can invade Britain. His airforce is defeated in the Battle of Britain. He then launches bombing raid against Britain. This is the Blitz. The British send an army to North Africa, to protect the Suez Canal: they end up fighting Germans there. In April of 1941 Hitler invades Russia. At first his armies are very successful and they almost reach Moscow. But the Russian winter begins, and his troops have to stop. In December of 1941, the Japanese attack the Americans at Pearl Harbour. Hitler declares war on the USA.

December 1941 to June 1944 The British continue to fight the Germans in North Africa, joined by the Americans. They eventually defeat them, and then invade Italy. They slowly fight up the Italian peninsula. The British expend a lot of their war effort on bombing German cities. The Russians eventually start pushing the Germans back: the turning point is the battle of Stalingrad. From then on the Germans are retreating. The Russians want the British and the Americans to attack France (which is controlled by Germany) as soon as possible to relieve the pressure on them. But the British think this too risky, and are able to persuade the Americans. But in 1943, the Americans decide that the time has come to attack, and on 6 June 1944, in the D Day landings, the Americans and British invade France. Now Germany is being attacked from both sides.

June 1944 to May 1945 Germany is slowly squeezed. Hitler tries to fight back in the Battle of the Bulge but his army is running out of men, fuel and equipment. The Russians capture Berlin at the end of April 1945. Hitler commits suicide and the war is at an end.

Standard Form

First significant figure must always be in the ones column.

$$1,200,000 = 1.2 \times 10^6$$

$$0.0034 = 3.4 \times 10^{-3}$$

Gradient of a line

How much the goes up/down for every one step across



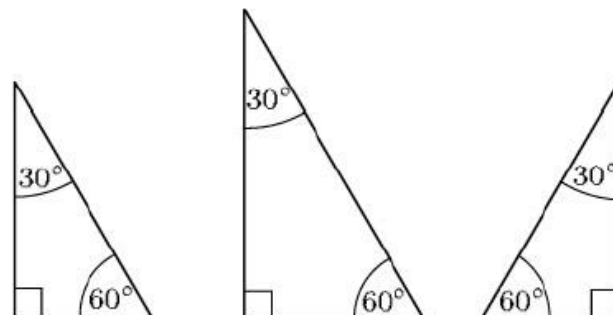
Similar Shapes

When a shape is enlarged:

The sides change length

Angles stay the same

The ratio of the sides stay the same



Prime Numbers

Numbers with only themselves and 1 as a factor:

2, 3, 5, 7, 11, 13, 17, 19, ...

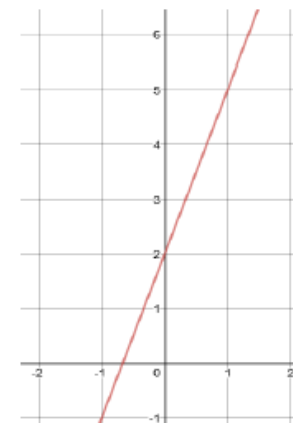
Linear Graphs

$$y = mx + c$$

m is the gradient

c is the y -intercept

$$y = 3x + 2$$



Maths – Year 9

Expanding pairs of brackets

$$(x + 3)(x + 5)$$

	x	3
x	x^2	$3x$
5	$5x$	15

$$x^2 + 3x + 5x + 15$$

$$x^2 + 8x + 15$$

Nth Term of a linear sequence

How much is the sequence changing by each time? This is the times table it is similar to.

How much is the first term different from the timestable. This is what you add/subtract at the end.

2, 5, 8, 11, 14, 17, ... goes up in 3s. The first term is 1 less than 3 so the n th term is $3n - 1$

Indices

$a^m \times a^n$	a^{m+n}
$a^m \div a^n$	a^{m-n}
$(a^m)^n$	a^{mn}
a^0	1

Guitar Tab

What is Guitar/Ukulele/Bass Tab?

- Tab or tablature is a way of notating or writing down music.
- It shows a graphic representation of the strings and frets on the guitar fretboard.
- Each note is indicated by placing a number, which indicates the fret to play, on the appropriate string.

The Lines

- When reading guitar tab you will see six lines.
- The thickest string on the guitar or bass is the one nearest your chin, with the thinnest string being the closest to the floor.

The Numbers

- The numbers show which **fret** to play – where the number is written will show which string is to be played.
- Frets are the metal strips that run across the fretboard.

Drum Tab

What is Drum Tab?

- When reading drum tab you will see five lines (like the normal stave).
- Instead of having different notes on the stave, each place is a different part of the drum kit.

The note heads

- The head of the note changes to tell the drummer how to hit the drum or cymbal, for example whether it is a click, a rim shot, or an accent

Keywords

1- Melody – The main tune of a song, often sung.	6- Arrangement – the order/structure you choose to play a piece of music
2- Chord – 2 or more notes played simultaneously.	7- Balance – ensuring each part and instrument can be heard, with the main parts playing out.
3- Bassline – the bottom part of a song, played in the left hand of the piano or on the bass guitar.	8- Rhythm – a) the combination of different note durations in a piece. b) The instruments that keep the pulse of a song.
4- Riff – a repeated pattern	9- Verse – the parts of a song that change lyrics, telling the story, that precedes a chorus.
5- Hook – a musical idea, often a short riff, passage, or phrase, that is used in popular music to make a song appealing and to "catch the ear of the listener".	10- Chorus – the repeating section of a song, usually following a verse, which sums up the theme of the song.

Band Skills

NOTATION KEY

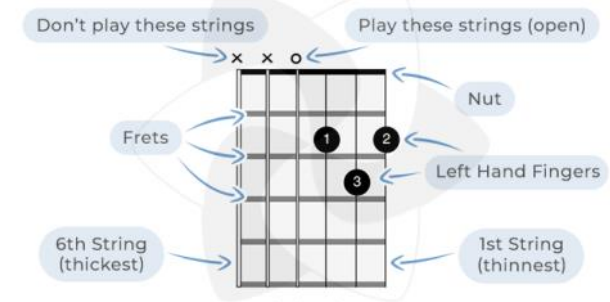
Basic Rock

Heavy Rock

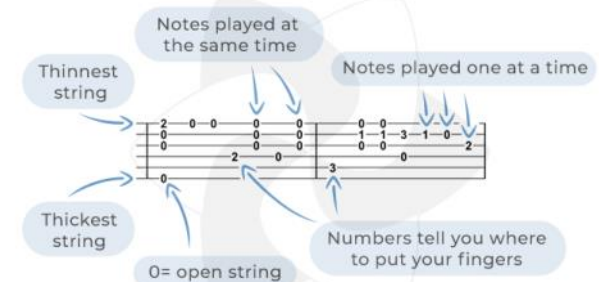
Funk Rock

Country Rock

READING CHORD BOXES



READING TAB



Composing & Songwriting

Keywords

- 1- **Chord**: 2 or more notes played simultaneously.
- 2- **Chord Sequence**: A set order of chords that usually repeats during a song.
- 3- **Cadence**: the two chords at the end of a musical phrase.
- 4- **Riff**: short repeated phrase in popular music.
- 5- **Melody**: the main tune of a song, made up of several phrases
- 6- **Phrase**: a short musical passage; a musical sentence.
- 7- **Motif**: a short musical idea, a musical word, part of a phrase
- 8- **Bass**: the lowest part of a piece, often providing harmonic support.
- 9- **Modulation**: Change from one key to another.
- 10- **Sequence**: the repetition of a musical phrase at a higher or lower pitch than the original.
- 11- **Imitation**: Repeating a line with some changes
- 12- **Harmony**: chords, parts that play together simultaneously create chords, such as backing vocals or a countermelody

COMPOSING BASS LINES

ROOTS AND 5THS CAN MAKE THE BASS LINE MORE INTERESTING



Oh Suzana in C major pentatonic



MAJOR CHORD PROGRESSIONS

I	ii	iii	IV	V	vi	vii ^o
Major	Minor	Minor	Major	Major	Minor	Diminished
A	B	C#	D	E	F#	G#
B	C#	D#	E	F#	G#	A#
C	D	E	F	G	A	B
D	E	F#	G	A	B	C#
E	F#	G#	A	B	C#	D#
F	G	A	Bb	C	D	E
G	A	B	C	D	E	F#

4 Rules for Chord Progressions

1. Start and end on chord I
2. The primary/major chords are strong (I, IV & V)
3. The minor chords add some interest and variety (but avoid using iii)
4. NEVER use chord vii (diminished)

3 hints for Basslines

1. Bass them around the root (bottom) note of the chord
2. Use other notes of the chords for interest
3. Add some rhythm for character
4. Add passing notes (the notes between the chord notes)

5 characteristics of a good melody

1. Starts and ends on the same note (C)
2. Moves mainly by step
3. Has a smooth contour/shape (join the dots and see what shape it makes!)
4. Has 2 or 4 bar phrases

TRAINING PRINCIPLES

S

SPECIFICITY

Training designed to develop the right fitness components; parts of the body; skills. (Does it meet the requirements for the sport)

Specific to your sport and to you as the individual

P

PROGRESSION

Training should get progressively harder over time. The FITT principle can be used to progress (Frequency, Intensity, Time and Type). Your body adapts over time and therefore fitness improves.

O

OVERLOAD

The body adapts when it is pushed to its limit and beyond its comfort zone. Overload needs to happen in small doses to prevent injury. otherwise it can lead to injury...

R

REVERSIBILITY

This is what happens to our fitness if we do not train at the same level of intensity. the opposite of progression

T

TRAINING can be progressed by changing the FREQUENCY, (how often) INTENSITY (how hard), TIME (how long), TYPE. (method used)



Long term adaptations to the body

- ⇒ Resting heart rate lowered
- ⇒ Improved recovery after exercise
- ⇒ Decrease in blood viscosity
- ⇒ Muscle size increases (hypertrophy)
- ⇒ Muscular strength and endurance increases
- ⇒ Bone density increases
- ⇒ Improved posture

CHALLENGE!

Can you plan a 6 Week training programme for your sport!

Key Term	Definition
Media	Mass form of communication
Examples of Media	TV, Radio, Films, Youtube, Social Media, Newspaper, Vlogging and Books
Blasphemy	the action or offence of speaking disrespectfully about God or sacred things.
Freedom of Speech	the power or right to express one's opinions without censorship.
Censorship	is the practice of limiting access to information, ideas or books in order to prevent knowledge.

Key words
Believe / Belief
Faith
Moral
Religion



Advantages of Social Media

- Connects the global community.
- People prefer to use technology than face to face.
- Can help in an educational setting – i.e film clips, videos, articles...
- Appealing to the younger generation.

Disadvantages of Social Media

- Not everyone has access to the right technology.
- People mis-use religion to scare people.
- Distract people and lose meaning.
- Can be lonely – take away community/social ideas.
- Distract people and lose meaning.

Unit 1: Is the media helpful to religion?

Media with religious themes	Themes
<p>Prince of Egypt, Bruce Almighty, Evan Almighty, Life of Brian, Joseph and his Amazing Technicolour Dream coat, Chronicles of Narnia – The Lion, the Witch and the Wardrobe.</p> <p>TV: Vicar of Dibley, Simpsons Episodes</p>	<p>Forgiveness, bravery, history, characteristics of God, compassion, charity, ideas of life after death, enlightenment/Knowledge/Wisdom.</p>
<p><u>Controversy:</u></p> <p>Concepts and ideas surrounding the Da Vinci Code and the claims made about Jesus Christ and Mary Magdalene.</p>	<p><u>Symbolism in Art</u></p> <p>Use of religious icons – dove – represents peace and the idea of Holy Spirit.</p>



Skills in REP

Debate

Empathy

Enquiry

Discussion

Analysis

1. Styles of Street:

- Popping
- Locking
- Waacking
- Krumping
- Tutting
- Breaking



YEAR 9 STREET DANCE KNOWLEDGE ORGANISER

2. STREET DANCE IS....



PHYSICAL

Aspects enabling effective performance including strength, stamina and isolations.

TECHNICAL

These include accuracy of action, timing, dynamic, rhythmic and spatial content.

EXPRESSIVE

Aspects that contribute to performance artistry and that engage the audience.

MENTAL

These include commitment, concentration, confidence and movement memory.

Example Clips:

https://www.youtube.com/watch?v=UdM8TpqB55g&ab_channel=WINCHESTERWOLVES

https://www.youtube.com/watch?v=39zjCaXBf_o

<https://www.youtube.com/watch?v=fnsAfiL36aE>



Production Roles Year 9
Content Overview

- Students will be able to recognise and understand the different production roles found within the theatre industry
- As a director they will understand how text can be interpreted and communicated to an audience by developing a concept
- Students will use appropriate vocabulary and subject-specific terminology to demonstrate understanding.

Skills to be used are;

- Analyse and evaluate the work of theatre makers and others in class
- Form critical judgements about specific design aspects of a production
- Analyse and evaluate the ways in which different production elements are brought together to create effective live theatre
- Creative and imaginative skills

Assessment

- AO2 and AO4 is assessed.
- Students are assessed on their final written evaluation
- A mix of teacher, peer and self assessment are used throughout

Knowledge Organiser – Production Roles



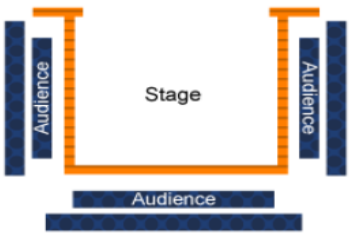
Final Assessment: To plan, prepare and deliver a design concept presentation that works with the extract from 'Lord of the Flies' justifying decisions made and presenting them using key terminology.

Intent - Director – Director’s Concept – Costume Designer – Make-Up Designer – Set Designer – Production Communication – Semiotics – Staging, Naturalistic – Non-Naturalistic

Thrust Advantages

Combine some of the advantages of proscenium arch and theatre in the round stages.
As there is no audience on one side of the stage, backdrops, flats and large scenery can be used.
The audience may feel closer to the stage.

Thrust

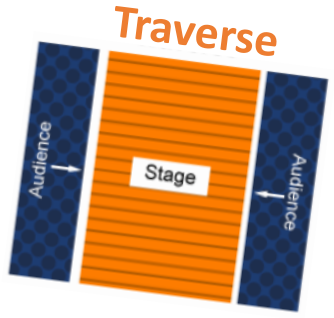


Thrust Disadvantages

Sightlines for audience on the extreme sides can be obstructed.
The audience on the left and right sides of the auditorium have each other in their view.
Box sets cannot be used.

Traverse Advantages

The audience feel very close to the stage as there are two long front rows.
They can see the reactions of the other side of the audience facing them, which can work well for audience interaction.
Sometimes, extreme ends of the stage can be used to create extra acting areas.



Traverse Disadvantages

Big pieces of set, scenery or backdrops can block sightlines.
The acting area is long and thin, which can make some blocking challenging.
Actors must be aware of making themselves visible to both sides of the audience.
Lighting for traverse stages needs to be arranged carefully to avoid shining light in to the audience’s eyes or light spilling on to them unnecessarily.

What space will you use?

Theatre In Round Advantages

Directors and actors often find this a very dynamic, interesting space because the audience is close to the stage
The actors enter and exit through the audience, which can make the audience feel more engaged
Unlike spaces such as proscenium arch theatre, there is no easily achieved ‘fourth wall’ separating the audience from the acting area

Theatre in the Round



Theatre In Round Disadvantages

Designers cannot use backdrops or flats, as this would block the audience’s view.
Stage furniture has to be chosen very carefully so that sightlines are not blocked.
Actors have to be carefully blocked so that no section of the audience misses important pieces of action or

Promenade Performance



To promenade means ‘to walk’ and promenade theatre is when the audience stand or follow the actors through the performance. This may occur in a conventional theatre space or it may be designed for a site specific show when an unconventional space is used for the Production (like the London Dungeons)

Promenade Disadvantages

The audience may find moving about the space difficult or get tired standing.
Actors and crew need to be skilled at moving the audience along and controlling their focus.
There can be health and safety risks.

Promenade Advantages

This is an interactive and exciting type of theatre where the audience feel very involved

Intent - Director – Director’s Concept – Costume Designer – Make-Up Designer – Set Designer – Production Communication – Semiotics – Staging, Naturalistic – Non-Naturalistic

Final Assessment: To plan, prepare and deliver a design concept presentation that works with the extract from 'Lord of the Flies' justifying decisions made and presenting them using key terminology.

Do Now Tasks

- 1. Learn the spelling and definitions of words outlined around the knowledge organiser as well as in the boxes
- 2. Have a look at the ‘Theatre Design’ section on BBC Bitesize to explore the different roles found in theatre <https://www.bbc.co.uk/bitesize/topics/zn6k92p>
- 3. Find a range of productions for ‘Lord of the Flies’ to see if you can gain inspiration and ideas from there.
- 4. Look up some inspiration modern Theatre Directors to see how they started out (Katie Mitchell, Rupert Goold, Kwame Kwei-Armah,



Use the assessment criteria in your book and recognise what you need to do to move up

A04		Working Towards	Achieved	Mastered
Grade	Analyse and evaluate their own work and the work of others			
9	oMy critical analysis and evaluation of drama performance seen and/or made is outstanding. oI provide confident justification to support my analysis and evaluation of drama performance seen and/or made. oMy consideration of the impact, of the performance seen and/or made, on the audience is well informed and very well evidenced. oI can make perceptive critical analysis and evaluation of drama performances seen and/or made.			
8	oI provide excellent and skilfully selected justification to support my analysis and evaluation. oThe impact of the drama performance seen and/or made is considered and thoughtful. oI can justify my clear and considered analysis of the performance seen and/or made on the impact on the audience. oI consistently provide detailed and/or made.			
7	oMy comments are supported by evidence from the performance seen and/or made. oI can consistently comment on the audience, with supported evidence.			
6				

A02		Working Towards	Achieved	Mastered
Grade	Apply theatrical skills to realise artistic intentions in live performance			
5	oI can recall and communicate appropriate theoretical knowledge when interpreting a performance. oI have a competent ability to apply and adapt a range of practical skills. oI can competently perform a role creatively with some originality to communicate my artistic intentions (ideas) to an audience. oI can recall and communicate basic theoretical knowledge when interpreting a performance. oI have a reasonable ability to apply and adapt a range of practical skills to a performance. oI can perform a role with some creativity and originality to communicate my basic artistic intentions (ideas) to an audience.			
4	oI can recall and communicate some theoretical knowledge when explaining a performance. oI can apply some practical skills to a performance. oI can perform a simple role to communicate my ideas to an audience.			
3	oI can sometimes recall and communicate limited knowledge when explaining a performance. oI can sometimes apply limited practical skills to a performance. oI can perform a role inconsistently to communicate my ideas to an audience.			
2				

Auditorium

the part of the theatre where the audience sits.
It is essential to understand where your audience are as a theatre maker, to ensure your intended impact is maximised.

End on Advantages

The audience all have a similar view.
Stage pictures are easy to create.
Large backdrops or projections may be used.

End on staging is similar to a proscenium arch stage, as the audience is seated along one end of the stage directly facing it. However, it does not have the large proscenium frame.

Proscenium Advantages

Stage pictures are easy to create as the audience look at the stage from roughly the same angle
Backdrops and large scenery can be used without blocking sightlines
There may be fly space and wing space for storing scenery
The frame around the stage adds to the effect of a fourth wall, giving the effect of a self contained world on the stage

End on Staging



End on Disadvantages

Audience members on the back rows may feel very distant from the stage.
It doesn't have the frame of the proscenium arch theatre, which can enhance some types of theatre.
It may not have the wing and fly areas typical of proscenium arch theatre.

Proscenium Arch



This is a common form of theatre for larger theatres or opera houses. The proscenium refers to the arch around the stage which emphasises that the audience is seeing the same stage picture. The area in front of the arch is called an apron.

Proscenium Disadvantages

Some audience members may feel distant from the stage.
The auditorium could feel very formal and rigid.
Audience interaction may be more difficult.