



CARLETON
HIGH SCHOOL

**CARLETON HIGH SCHOOL
INDEPENDENT LEARNING
A Subject-Specific
Guide for Students**

Contents

Contents

English.....	3
Maths.....	4
Science.....	5
Modern Foreign Languages	6
Citizenship.....	7
Geography.....	8
History	9
Business Studies	10
Computer Science	11
Engineering Design and Technology.....	12
Food Preparation and Nutrition	13
Health and Social Care.....	14
Sociology	15
Physical Education	16
Art and Design.....	17
Graphic Design.....	18
Music	19
Dance	20
Drama.....	21
Religious Studies.....	22

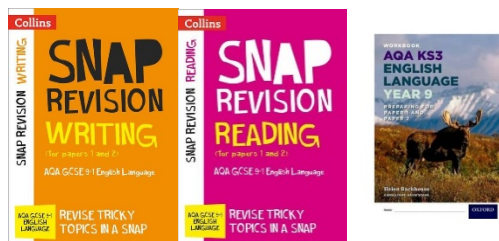
English

Years 7-8

1. Reading regularly is the best way to improve comprehension of language and develop reading speed. At CHS we recommend reading for a minimum of 20 minutes a day as part of the Accelerated Reader programme.
2. Expand your vocabulary by making sure you look up new words you learn. You could also use a word of the day app.
3. Make sure you know and understand the key language devices for creative and argument writing. This is essential for being able to pick out methods from the texts you will study, and being able to use them in your own writing.

Years 9-11

1. To develop your reading and writing skills in general, ensure you are reading a wide range of fiction and non-fiction independently; you should aim for about 30 minutes each day.
2. Re-read the key texts you are studying in class regularly: *An Inspector Calls*, *Macbeth* and *Jekyll and Hyde*.
3. Purchase Revision Guides and Work Books available for the key texts you are studying. These can be bought in Waterstones, WH Smith or on Amazon.
4. Use Seneca and GCSE Pod to revise the set texts.
5. Learn key quotations for each of the set texts studied.



Maths

Top tips for revision:

Practice Questions

Highlight topics you need to work on

Use material given to you by your teacher, past papers, textbooks, websites, and exercise books to practise questions on this topic. If you get stuck use Hegarty Maths and Maths Watch videos or ask your teacher for help.

Test yourself with flash cards

Using your exercise book, text books and websites, make notes on index cards;

Draw diagrams, mindmaps, write formulae, examples, success steps on the cards

Regularly ask someone to test you

Focus on understanding – can you explain why a mathematical fact is true?

Read over the cards the regularly and especially the day before the exam

Store them in an envelope or with an elastic band grouped together for each subject/topic

Our Websites

- **Hegarty Maths:** www.hegartymaths.com

Students can log in using their:

- School name
- First name
- Last name
- Date of birth

Note: Passwords are only created when students log in!



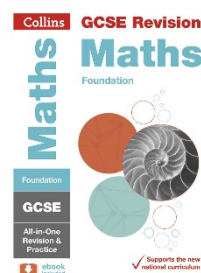
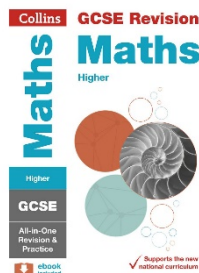
Homework will appear under the My Tasks and Revision for any topic can be found in the My Progress tab.

- **Maths Watch:** vle.mathswatch.com

Revise for any GCSE topic by searching for a clip number or by the topic.
(Ask your teacher for your login information)

- BBC Bitesize for [\(KS3\)](#) or [\(GCSE\)](#)
- Corbett Maths. A free website with lots of videos & resources
- OCR website – for Foundation past papers
- AQA website – for Higher past papers

Make sure you know everything in the textbook – it sounds like a big ask but it's actually quite achievable!



Science

We recognise that large amount of content within Science can make the task of revising and studying independently seem incredibly daunting....BUT: there are lots of resources to help you and some great tips to make your studying really effective.

First up: know what you need to know. Finding the right Specification on the AQA website...

You are all are studying Science with AQA, so their website is a great starting point to get hold of your specifications. If you are studying **Combined Science (Trilogy)**, click [here](#) for your **specification**. If you are studying **Separate Sciences**, then you can click [here](#) for your **Biology** specification, click [here](#) for your **Chemistry** specification or click [here](#) for your **Physics** Specification.

So how do you revise ALL THESE FACTS!?

We are big fans of a revision system using flashcards. Research shows that, unless you actively use the resources you make (such as flashcards) your revision remains less effective. The system we recommend is the Leitner System ([Leitner System YouTube Link](#)) – perfect for all those short, sharp facts, names of bits and keyword definitions!

How else can I test myself?

We subscribe to **MyGCSEScience** – a website that allows you to watch videos on all the topics covered in your science GCSE course and then has questions for you to answer. If you need help with your login details, see Mr Smyth in Lab 3. To be taken to the MyGCSEScience website, click [here](#).



There are also lots of other resources you can access to help you revise. **BBC Bitesize** offers resources for the topics across the whole of the Science courses, including revision notes, videos and tests to help you check you've understood it.

The Combined Science (Trilogy) link is [here](#).

The Separate Science (Biology) link is [here](#).

The Separate Science (Chemistry) link is [here](#).

The Separate Science (Physics) link is [here](#).



Seneca learning also have the AQA Science courses available to use. Their website contains memory quizzes to test you on course content and the techniques behind the format of their website helps you to store lots of important information in your brain and recall it correctly. Their website is [here](#).



Modern Foreign Languages

How do I revise effectively for Modern Foreign Languages?

"Better a little and often than a lot from time to time!"

1 Regular vocabulary revision is key

Many people make the mistake of reading through long vocabulary lists or textbooks to revise Languages. This is ineffective. Instead, you should **make your revision active**. This will be essential when it comes to vocabulary revision.

Please see below some useful techniques below:

- **Look, Say, Cover, Write and Check**
- **Mnemonics**. Here's an example in Spanish.
- Write your **words on post-its** and stick them up around your room.
- Create your own **flash cards**. Write the foreign language word one side and the English on the other.
- Make a **silly sentence** up in English and include the word you are trying to learn.
- **Record your own vocabulary list** in your phone and then listen to it.
- Create your own vocabulary tests using "https://quizlet.com".

Ben
Offers
Nice
Invitations
To
Others

2 Grammar:

For most people grammar is the most difficult aspect of learning a language but it also empowers you to be creative with your language.

- Revise regularly and have a copy at hand of the "Most Useful Words in Spanish/French/"
- Create your own verb tables
- Make use of the thousands of free resources available online that will help improve your grammar (e.g. quizlet)

Some very useful websites:

www.bonjourdefrance.com

www.frenchrevision.co.uk/

www.memrise.com

www.duolingo.com

www.quizlet.com

www.vocabexpress.com/co/promotions/speak_to_the_future

www.senecalearning.com

www.wordreference.com

3 Listening to French / Spanish songs in YouTube – listen to your favourite songs with subtitles in French and Spanish.

Finally, do not forget to check the examining board websites where you can find a lot of useful advice and practice papers.

Citizenship

In order to be a successful at Citizenship you should:

1. Know what is happening day to day in the news and current affairs.

You can do this by reading/watching various news sources such as T.V., websites and newspapers. Here are some useful links to get you started:

<http://www.bbc.co.uk/news>
<http://www.aljazeera.com/>
<https://www.theguardian.com/uk>



2. Understand the political climate

Students should know of any important issues that are currently being debated and any important changes that have been made or voted on.

You can use the following websites to find out about some of the issues at the moment and how MPs are voting:

<https://www.theyworkforyou.com/> <https://www.change.org/>

3. Think of an area that is of particular interest that you might want to investigate and follow. These could be current affairs issues such as:

- Corruption in football
- Changes to the education system
- Brexit



You should develop your own ideas and opinions about such issues!

4. Take part in debates. Some ideas that would lead you to success in Citizenship include:

- Bar mock trials (See Mrs Latif for details)
- Joining the youth parliament (<http://www.ukyouthparliament.org.uk/>)

5. Practice for exams

Try completing A02 (4 mark) and A03 (8 mark) questions to practise analysing and evaluating case studies.

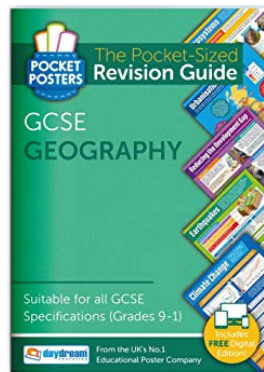
Geography

Independent work allows us to practise the geographical skills and apply the knowledge that we have covered in lessons, reinforcing understanding and boosting confidence.

Online Resources & Useful Websites

<https://www.bbc.com/bitesize/examspecs/zy3ptyc>
<http://www.coolgeography.co.uk/>
<https://geographycat.co.uk/revision-section>
<https://www.internetgeography.net/>
<https://thekingsschoolgeography.wordpress.com/category/year-11/>

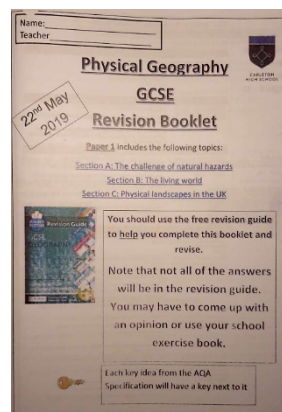
Print Resources



This revision guide has been provided for all year 11 geography students. Booklets have also been provided that match this. All 6 topics are covered which allows structured revision.

What you need to know for the exam

- Skills for using figures/maps/graphs
- Case studies
- Processes i.e. how things happen
- Key words



Exam technique

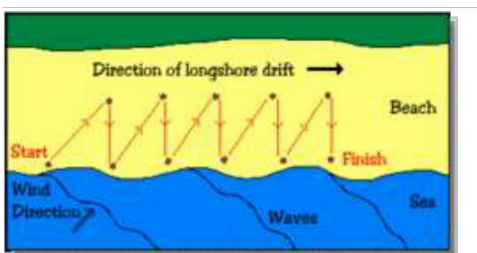
L1: Point (Key words)

L2: Explain (This shows/Because)

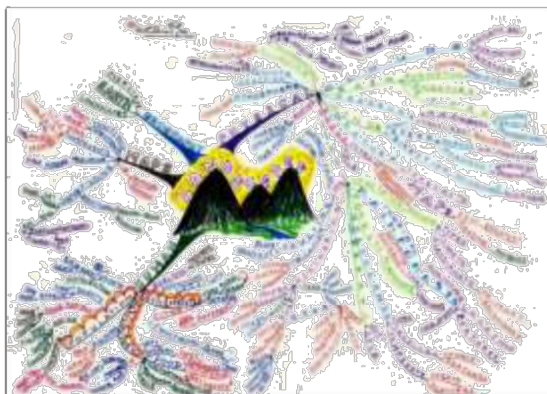
L3: Extend (So/Therefore/This means that)



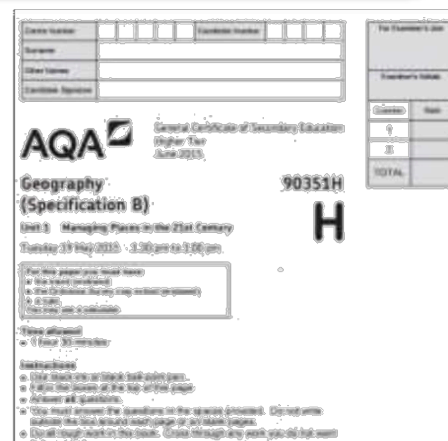
Flash cards



Diagrams



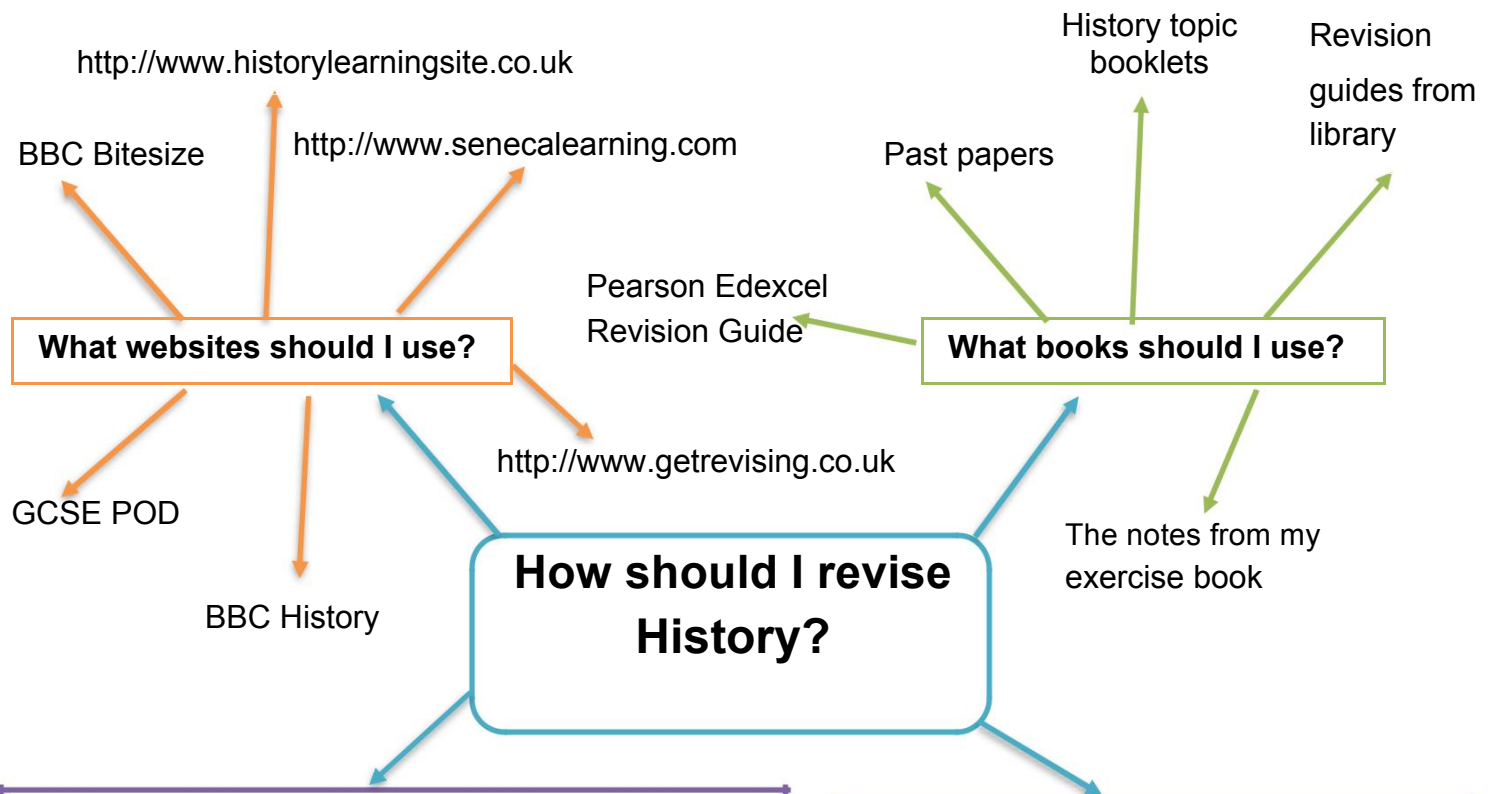
Mindmaps/Spider diagrams



Past papers



History



Develop your vocab...

Simple:

✓ ...led to...

Developed:

✓ One way that...led to...was....

✓ ...was supposed to.... Therefore ...was angered when...

✓ ...and after..., ...

✓ ...led to...which saw...

✓ ...in order to...thereby...

✓ One consequence was that...[group/person and action], having...[previous action of group/person]

✓ This was significant as..., led by..., ... provoking...

✓ ...provided more evidence of...

Complex:

✓ Following...the crisis deepened as...[with explanation]

✓ ...refused to accept... and tension escalated after...

✓ While...was a success, ...was complicated by...as well as...

✓ ...undermined the idea of...and the crisis escalated when...

✓ Tensions arising from...persisted against a backdrop of...

Top Tips

How about putting music to a historic event/s? You can either use a favourite traditional song, or your favourite song at the moment.

How about fact Dominoes? Create a grid and then put lots of names, events, dates and facts down in each square that are connected with the topic/s that you are revising. Then cut them up.

Why not download podcasts on your revision topics and listen to them on your phone or computer? You can do this whilst on your journey to school.

Try some of the following techniques to develop your understanding of the content – Flashcards, mind-maps, exam question planning. Repetition of facts will help key points stick. Find a way that suits you best.

Look at each topic as a whole what is the BIG PICTURE? How does each part fit in? Make

Exam Practice

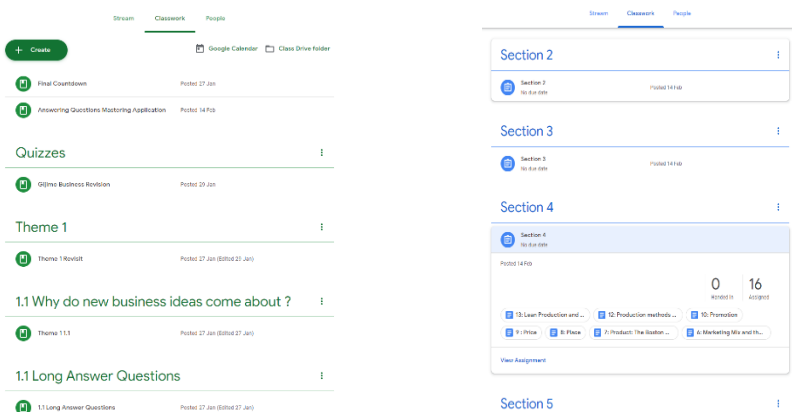
There is nothing like exam practice to hone your History skills. Ask a teacher for past papers or go onto the Edexcel website to download some yourself. Answer different style questions and use the mark schemes to improve your work!

Business Studies

Business permeates every part of our daily lives.

It is a subject of now, and for that reason you need to keep up with what is happening in the world of business.

1. Google Classroom



We have set up revision pages for you to review, revisit and revise the topics for your exam. All the work that you have covered in class is accessible on Google Classroom. Including notes, exercises and videos.






Read quality newspapers for business news stories.

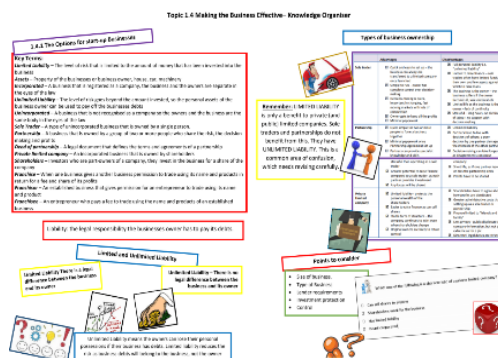
Take an interest on the Internet reporting of business such as BBC Business.

Look for podcasts featuring business and study the power of Influencers on social media.

2. Knowledge Organisers

A knowledge organiser is a document that condenses the topics that you have studied in class into small organised Google Slides. Great for reviewing your knowledge. They are easy to create as all you need to do is screenshot and crop the areas we have covered in class onto a slide. Organising your notes will make it easier to revise in the future. (Note: This is not a replacement for handwritten notes, it just allows you to organise your work. I am a big believer in the improved retention of revision if it is written down).

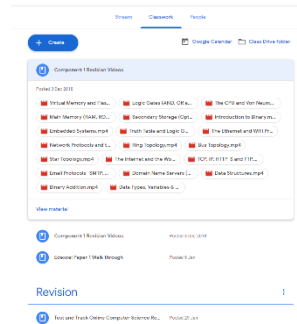
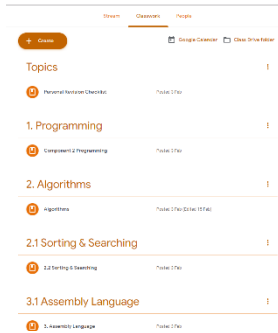
GSCF Federal Business Studies @ OARW: Must know.....Theme 1: Investigating small business						
Topic 1.3 Interstate and intercommunity	Visual 	Subject Content <ul style="list-style-type: none"> Understand how the new close cousin state, due to changes in technology, changes in consumer needs, products being produced (e.g., e-commerce) etc. Understand the business close cousin about adapting products, services, to technology, innovation The impact of risk and reward: failure: it could be high, it could be small (small business) The role of enterprise and the purpose of business activity: producing goods/services, meet customer needs, to add value 				
1.5 Supporting a business opportunity		<ul style="list-style-type: none"> Know customer needs: quality, price, choice, convenience Monitor research: identify and understand customer requirements, identify gaps in the market, research, inform business decisions Primary research: establish first hand info, surveys, observations, focus group Secondary research: collected second hand info, e.g. internet, market reports Qualify data: is it valid, what is the source, is it reliable Sequence data: research the data when it is most relevant 				
1.5 Putting a business into interplay		<ul style="list-style-type: none"> Customer research: breaking down market based on characteristics (e.g. age, gender, income, location, interests) Objective may be: Market: geographic, demographic, psychographic, etc. Market analysis: survey, product, sales, market share How to create an: external environment, challenges, opportunities, SWOT 				
1.4 Making the business effective		<table border="1"> <tr> <td> Protein-Spinach Difference: SP > C C: SP < C C: SP > C </td> <td> Development center Difference: SP > C C: SP < C C: SP > C </td> <td> Start-up bank Difference: SP > C C: SP < C C: SP > C </td> <td> Stimulus Difference: SP > C C: SP < C C: SP > C </td> </tr> </table>	Protein-Spinach Difference: SP > C C: SP < C C: SP > C	Development center Difference: SP > C C: SP < C C: SP > C	Start-up bank Difference: SP > C C: SP < C C: SP > C	Stimulus Difference: SP > C C: SP < C C: SP > C
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1.5 Understanding external influences on business		<ul style="list-style-type: none"> Globalisation: a group who have an interest in business, business, companies, supplier, government United Nations: UN: today for the coming tomorrow, the business, United Nations Conference on Trade and Development (UNCTAD) Franchise: a franchisee who agrees to operate under the name of a franchisor in return for initial fee and royalties Franchise: a franchisee who agrees to operate under the name of a franchisor in return for initial fee and royalties The marketing mix: the place of the product, the features of a product, the place it is sold and the price it is sold at Business plans: needed to create business plan from the external cause (market research, finance, time, target market) Market: a group who have an interest in business, business, companies, supplier, government United Nations: UN: today for the coming tomorrow, the business, United Nations Conference on Trade and Development (UNCTAD) Franchise: a franchisee who agrees to operate under the name of a franchisor in return for initial fee and royalties Franchise: a franchisee who agrees to operate under the name of a franchisor in return for initial fee and royalties External environment: (PEST) political, economic, social, technology 				



Computer Science

Being a Computing specialist can be very lucrative so extending your learning in this subject can be very worthwhile. Here's a few tips as to how you can take your knowledge forwards outside of lessons.

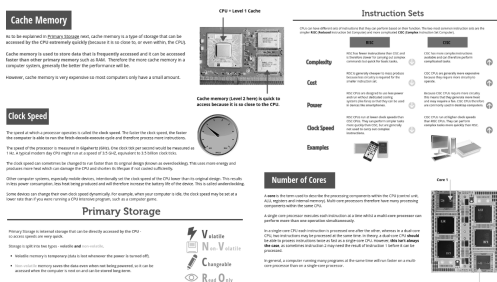
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High Level & Low Level Languages

There are two types of programming languages used within computer systems.

High Level Languages

A high level programming language uses code written in a way that is similar to a natural human language, such as English.

Programmers prefer to use high level programming languages as they are easier to understand, learn and program as commands are more English-like and identifiers can be long and meaningful. High level programming languages also allow the use of powerful commands that perform quite complex tasks.

High level languages are used when the execution speed is not critical, e.g. in common productivity applications, such as a word processor. A high-level language must be translated into a low-level language (binary) before it can be run, as high-level languages cannot be executed directly by the CPU.

Low Level Languages

Low level programming languages do not resemble natural languages, such as English or French. They are made up entirely of bit patterns (binary) that can be executed directly by the CPU.

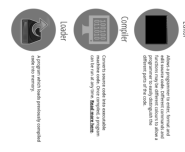
Integrated Development Environment (IDE)

An IDE provides programmers with tools to help them create programs.

Typical IDE features include: Code editor, Compiler, Debugger and Run button.

There are a number of high-level tools in a IDE, such as an editor, compiler, debugger and run button.

Below each of an IDE's tools are explained:



2. Learn a programming language

As with all languages, little and often is better than long but infrequent practice. Learning to type quickly will also help you to work efficiently through complex tasks

To learn basic programming can be found at. <https://hourofcode.com/uk/learn>

Scratch 3.0 <https://scratch.mit.edu/>

Python 3 at <https://www.w3schools.com/python/>
<https://www.w3schools.com/python/>
<http://www.pythonschool.net/>

Engineering Design and Technology

Carleton High offers a wide range of opportunities for young designers to develop their interest, knowledge and skills in DT. Here are some of the things you can sign up to do and do at home to extend your knowledge and skills beyond the classroom:

- ✓ Come along to DT Club - every Thursday in the ADT block.
- ✓ Search the internet for cool innovative new designs, whether it is the latest building in a major city, a new car, a new piece of handheld tech or the latest backpack, all inspiration will help you to build your knowledge and understanding of design.
- ✓ Visit www.technologystudent.com to read about all aspects of DT and complete interesting activities.
- ✓ Get involved with DIY at home. Take part in decorating, putting flat pack furniture together, and learn which tools are used for which job around the home.
- ✓ Improve your craft skills by building and painting models.
- ✓ Practise taught skills from lessons at home to get better at it, like designing ideas for a new bedroom layout or your ideal computer desk.
- ✓ Use YouTube tutorials to improve your CAD skills.
- ✓ Where possible disassemble an old product that is not needed to see how it has been put together and learn how it works, then put it back together.
- ✓ Visit a range of DIY and craft shops like B&Q or Wickes to gain further understanding of tools and materials.
- ✓ Study the Wordle cloud below to understand some of the keywords associated with Design and Technology.

Here is a range of websites to browse in your free time:

www.bbc.com/bitesize/subjects

www.stem.org.uk

www.themanufacturer.com

www.mr-dt.com

www.design-technology.org

www.instructables.com

www.youtube.com



Food Preparation and Nutrition

Food Preparation and Nutrition equips you with the skills to enjoy, produce and engage with food in a healthy and sustainable manner. It is important to explore both local and International cuisines to produce healthy dishes in a safe and professional environment.

There's an old saying about the kind of chefs you can trust and it's certainly true that becoming a master in the kitchen requires you to test and think critically about the food you've made. However, there's also other joys to be had:

1. **Enjoy the creative process** – *what flavour combinations work well and why? How can you make it look really appetizing?*
2. **Appreciate and understand the science involved** – *why does the food end up looking, feeling and tasting so different if cooked quickly on a high heat compared to slowly on a low heat?*
3. **Love the pressure** – *when it comes to serving you need the different parts ready together and they need to be hot! It's important for you to stay cool when the temperature rises.*



Nutrition and Healthy Eating

The term 'healthy eating' is very broad and encompasses a range of areas, including:

- Having a healthy relationship with food
- Following the Eatwell Plate
- Encouraging appropriate portion sizes
- Enjoying a varied diet
- Why not keep a diary of what you eat?
- How healthy are the choices you make with your meal?



Hazards in the kitchen

Kitchens can be dangerous places for both you and the people around you. It's one thing to know the rules for culinary Health and Safety, but even better to understand why a rule is in place and what could perhaps go wrong if the rule isn't followed. Bring in your knowledge from science about bacteria and the spreading of germs to really appreciate how important it is to comply with regulations and recommendations.

International cuisine and local Ingredients

A cuisine is specific set of cooking traditions and practices, often associated with a specific culture or region. To really understand the food from a country you need to know quite a lot about its people and customs.

- Be adventurous – try as many different foods as you can
- Practise streetfood recipes – they're often cheap and very tasty
- Offer to cook for family members – you'll get great experience and they'll thank you for it



Health and Social Care

How do I revise effectively for Health and Social care?

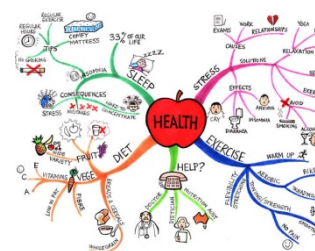
1. Know what is happening day to day in the news regarding the NHS and Social care.

You can do this by reading/watching various news sources such as TV, websites and newspapers.

2. Make Flash cards with key information on, for example the impact of high blood pressure on individuals or the seven types of values of care. Add definitions, spellings and mnemonics all of these ideas will help you remember facts.



3. Mindmaps to link topics together for example the factors that impact on the growth and development of a service user or the barriers that impact on a person's ability to access the services they need.



4. Check your knowledge of the key command words used by the exam board and practice writing paragraphs at home - know the difference between describe, explain, compare, analyse and assess.

Exam Command Words	
Command words tell you how to answer an exam question. If you don't pay attention to the command words, you can fail to address the question in your answer and lose marks!	
Identify, State, Name This is a simple instruction to give you the correct term or name. 1 mark. A02 or A03.	Define What does the term mean? Write a definition. 2 marks. A02 or A03.
Describe What has happened or present of the subject in the question? List the number of the reasons for the question. Give an answer that includes at least three points. You must include at least three points. 3 marks. A02 or A03.	Explain Describe the factors, present or potential, that are likely to be the cause of the problem. 3 marks. A02 or A03.
Compare, Justify Compare and contrast two different theories or models. Give an answer that includes at least three points. You must include at least three points. 3 marks. A02 or A03.	Discuss Describe the factors, present or potential, that are likely to be the cause of the problem. 3 marks. A02 or A03.
Discuss This is a complex instruction to give you the correct term or name. 1 mark. A02 or A03.	Explain What does the term mean? Write a definition. 2 marks. A02 or A03.
When answering exam questions, use the command words, underline or highlight the subject words and box any links. Don't be afraid to overstate the question. For example: A0 - Outline and justify the role of memory. (12 marks) A2 - Describe and justify the role of memory. (12 marks)	

5. Use past papers - there is nothing like exam practice to hone your skills. Ask a teacher for past papers or go onto the Edexcel website to download some yourself. Answer different style questions and use the mark schemes to improve your work!
6. Talk to people who work in health and social care careers and ask them about their personal experiences and if possible get some fantastic work experience - there is nothing like experiencing the health and care profession first hand.

Sociology

In order to be an effective and successful sociologist, you need to:

1. Know what is happening day to day in the news and current affairs and the responses to this

You can do this by reading/watching various news sources such as TV, websites and newspapers. It would be helpful if you focused on stories which talk about differences between people, e.g. men and women, young and old, rich and poor.

Any media outlets, including adverts would be helpful, but here are some to help you:

<http://www.bbc.co.uk/news>

<https://www.theguardian.com/uk>

2. Understand the different changes to the law.

Students should know of any important issues that change, particularly laws surround education, in order to have an understanding of how legal changes have affected society.

3. Think of an area that is of particular interest that you might want to investigate and follow. These could be current, or past, affairs/issues such as:

- Different family types and reason why these have changed.
- Changes to the education system and why this has happened.
- Different crimes that are committed and why people may commit them, The punishments which people may receive and the affects it has on society.

You should develop your own ideas and opinions about such issues!

4. Practice for exams

Try completing debate based question (15 mark and 8 mark) questions to practise analysing and evaluating different sociological theories. For example, ***“Changes in the law are the main reason for the increase in divorce rates” Do you agree?***


5. Use online resources to help with revision.


Create flashcards, mind maps and crosswords to help you memorise and show an understanding of the key terms and concepts in sociology. Websites, like <http://www.getrevising.co.uk> are really helpful for this as you can create your own virtual/online revision notes, or use readily created ones which are recommended by teachers.



Physical Education


Know the rules of the game and know how it's organised. Know the skills and techniques and why they work in the way they do. More importantly than this, we would like you to be physically active for at least 30 minutes a day.


	FOOTBALL
	Governing Body
	Rules and Regulations
	Skills and Techniques


	ATHLETICS
	Governing Body Rules and Regulations
	Skills and Techniques


	RUGBY
	Governing Body
	Rules and Regulations
	Skills and Techniques


	TABLE TENNIS
	Governing Body Rules and Regulations
	Skills and Techniques


	TENNIS
	Governing body
	Rules and regulation
	Skills and techniques


	BADMINTON
	Governing Body Rules and Regulations
	Skills and Techniques

	BASKETBALL
	Governing Body
	Rules and Regulations
	Skills and Techniques

	VOLLEYBALL
	Governing Body Rules and Regulations
	Skills and Techniques

	NETBALL
	Governing Body
	Rules and Regulations
	Skills and Techniques

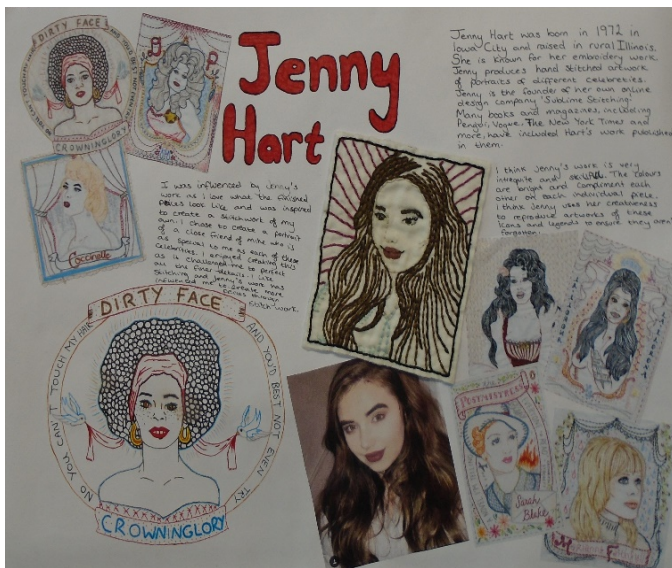
	CRICKET
	Governing Body Rules and Regulations
	Skills and Techniques

	GYMNASTICS
	Governing Body
	Rules and Regulations
	Skills and Techniques

	ROUNDERS
	Governing Body Rules and Regulations
	Skills and Techniques

Art and Design

Art and Design equips you with the skills to enjoy, produce and engage with the Arts throughout your life. In your art lessons you will have the opportunity to explore both contemporary and historical sources of art, craft and design. You will be encouraged to design, make and develop your skills and select the best and most appropriate work for presentation.



The Creative Journey/Independent Learning

Develop your ideas through investigation and experimentation informed by contextual and other sources leading to creating and exhibiting a final piece

You could:

- Be inspired by real life by taking pictures of things that interest you (www.pinterest.com)
- Point out the relevant details through your own drawings supported by artists who inspire you
- Explain why you've done what you've done and use brainstorming to push your ideas even further (www.artcyclopedia.com)
- Complete a good range of observational and design studies in your sketchbook showing variation, imagination and skill in a variety of media (eg. drawing, painting, printing, collage, photography)
- Evaluate your findings and make improvements and alterations and improvements showing influence from an artist, making sure you make the best decision when developing your ideas

Create your own personal creative/Homework journey checklist:

- Visit as many exhibitions as possible (www.tate.org.uk)
- Use your sketchbook and sketch the things that inspire you as much as possible (using the art elements: line, shape, colour, tone, texture and form.
www.bbc.co.uk/schools/gcsebitesize/art)
- Collection of good quality images is essential to inspire your work
- Ensure that homework is of the same standard you produce in class

Graphic Design

Graphic design is the process of visual communication and problem-solving through the use of typography, photography and illustration. The field is considered a subset of visual communication and communication design, but sometimes the term "graphic design" is used synonymously.



The Exhibition – what's the story you want to tell?

Create your own personal creative journey checklist:

- ✓ Visit as many exhibitions as possible (www.tate.org.uk)
- ✓ Carry a sketchbook and sketch the things that inspire you as much as possible (using the art elements: Line, Shape, Colour, Value, texture and form www.bbc.co.uk/schools/gcsebitesize/art)
- ✓ Collect as many images as you can
- ✓ Reflect and take notes on what you see, feel, question, understand, appreciate and enjoy
- ✓ Share your accomplishments with others

The Creative Journey

Develop your ideas through investigation and experimentation informed by contextual and other sources leading to creating and exhibiting a final piece.

You could:

- ✓ Be inspired by real life by taking pictures of things that interest you (www.pinterest.com)
- ✓ Point out the relevant details through your own drawings supported by artists who inspire you · Explain why you've done what you've done and use brainstorming to push your ideas even further (www.artcyclopedia.com)
- ✓ Complete a good range of observational and design studies in your sketchbook showing variation, imagination and skill in a variety of media (eg. drawing, painting, printing, collage, sculpture, photography)
- ✓ Evaluate your findings and make improvements and alterations, showing influence from an artist, making sure you make the best decision when developing your ideas



Music

Music is a universal language that embodies one of the highest forms of creativity. In your Music lessons, you will have the opportunity to develop your creative skills through practical activities and research tasks in order to gain a full picture of what Music has to offer. You will be encouraged to work independently, in groups and as a class to develop your creativity within Music.

How can you develop your musical knowledge?

- Listen to a wide range of music (not just music that you like to listen to), pay close attention to how the sounds produced by the different instruments.
- Watch clips of musicians and musical ensembles to get an understanding of how musicians present the music they perform to their audience.
- Watch live music by attending concerts.
- Learn to play an instrument in your Music lessons. You can also sign up to take part in additional instrumental lessons in school.

How can develop my musical vocabulary?

- Use key terms when commenting on what you have watched, heard or performed. Use terms such as pitch, texture, timbre, duration, dynamics, structure, tempo.
- Use key terms to describe the playing techniques used for example, bowed, strum, plucked, pizzicato, muted etc.
- Use terms to describe the genre of music e.g. Rock, Classical, Pop, Jazz, Blues, World Music etc.

Useful Websites include:

www.bbc.com/bitesize/subjects/music

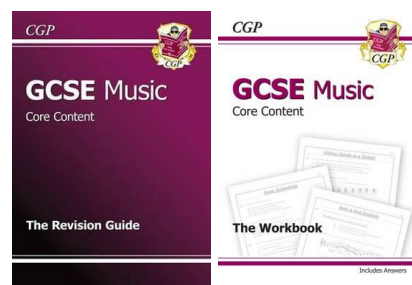
www.memrise.com

www.quizlet.com

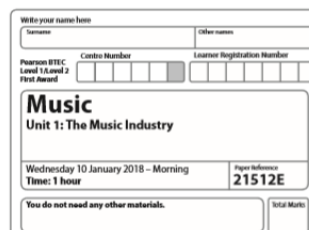
www.musictechteacher.com

www.getrevising.co.uk

www.thetamusic.com



General
music theory
books.



Exam board
past papers

Do not forget to check the examining board websites where you can find a lot of useful advice and practice papers.

Dance

PRACTICE & REHEARSAL - The Philosophy

Through dance, we develop enhanced sensory awareness, cognition, and consciousness. It is this heightened state that creates the magic of movement that is dance. Here's how you can get there...

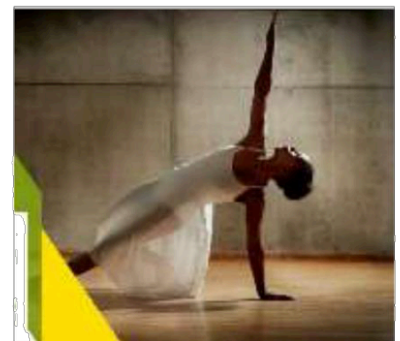
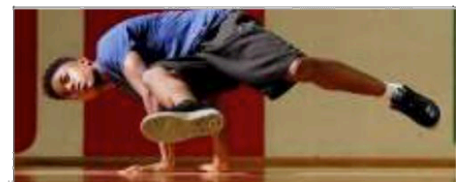
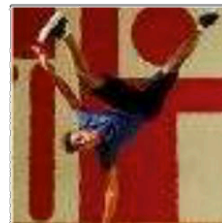
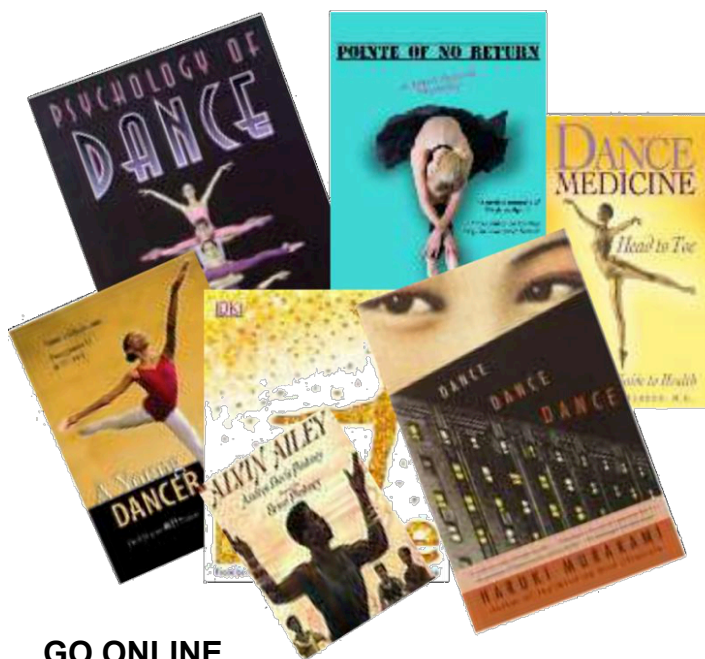
WATCH DANCE MOVIES

Dance movies generates excitement and allows you to develop a clear understanding of Dance Style.

Inspirational dance movies - Bring It On, You Got Served, Step Up, Stomp The Yard, Centre Stage, Saturday Night Fever, Staying Alive, Bring it On, Dirty Dancing.



READ DANCE



GO ONLINE

Visit Dance Organisations and watch London Dancers

- [Studio 68](#) - Street Dance /Hip Hop
- [Pineapple Studios](#) - All Dance Lessons in all styles
- [Unique creative innovative Dance](#)

Drama

Drama focuses on developing communication and team-work skills, as well as exploring the strengths and talents of the individual as we try to communicate something important using more than just words. You need to exercise your body, voice and personal expression skills. Imagination, research and documentation are essential tools to develop performance skills and the self-confidence to carry them off.

To really excel at Drama, it's important to be able to draw upon different styles and techniques to find the best way of expressing the message you need to deliver.



Physical Theatre

Check out this [clip](#) from the from Birmingham Acting School.

How do the movements help to communicate what the performers have to say out this issue?



Melodrama

Here is a clip of someone being very **melodramatic**

Try to come up with your own definition of melodrama. Now compare it with definitions you can find on the internet.



Devising and Working with a Stimulus

- Let's watch this short [video](#)
- Watch it again, this time with a view to answering the following questions:
- What is it about?
- What is the plot?
- Who is the character and what do we know about their journey?
- If you had to retell the story, what words would you use?



Drama Exploration

Drama allows us to retell stories from real life:

"...and I started to sleep on the streets between being in and out of prison. The other people on the streets were my family - we looked out for each other."

How much do you need to know about someone's experiences to be able to convincingly play their part in a production?

Religious Studies


Mind-Maps – these are best for big topics, of which there are many in RS! If you practise enough you will find yourself unable to forget what's on your mind map. Try it like [this](#):

Put the title of the topic in the middle. Add up to 7 subtitles. Most people (even very intelligent people) will find it hard to recall more than 7, so keep it low. Put VERY brief summaries of key points for each subtitle. You can have many coming from each one, but each summary should be no more than 4 words. For example, “treat Quran with respect” With your mind map in front of you, copy it out. Do this 4 or 5 times until you think you know it. Then copy it without looking at any of the originals. Check how well you did once you have finished. (If you're really stuck the first time you try this, you can check, but try not to!) Practise this until you can copy it accurately without looking. Wait 5 minutes and try again. Check to see how well you did. Try again 10 minutes later, 30 minutes later, 3 hours later, the next day, three days later and a week later. This may seem tedious but it will make sure the information goes into your **long-term memory**.

Teach it to someone. This is the best way to learn. Teachers rarely forget anything they have taught twice. Pick someone who doesn't know what you have just learned and go and explain it to them. Don't take your book, just tell them about it and try to demonstrate how it works or use examples. This means you have processed the information. Essentially, you have filed it in your brain in more than one way, building more neural pathways and therefore being able to remember it better! Explaining it to someone else can also make your understanding of a topic firmer, because to explain it, you'll have to check you understand it yourself. It sticks in your brain because you have put it in your own words and thoughts; it has become truly **your** knowledge.

Test your friends! While you are learning something, write a list of questions. Get a friend to do the same. Then you can test each other at the end.

Get lots of different views on the subject. RS deals with big questions. Exposure to different author's opinions, accounts, descriptions and arguments will deepen your understanding and give you so much more to say about the subject. Check out some of the websites below:

Websites	Useful for:	
https://request.org.uk/	Christianity	
http://www.myjewishlearning.com/	Judaism	
http://www.buddhanet.net/e-learning/buddhism/index.htm	Buddhism	
http://www.bbc.co.uk/religion/religions/	All	
http://www.rsrevision.com/GCSE/index.htm	Thematic Studies	