

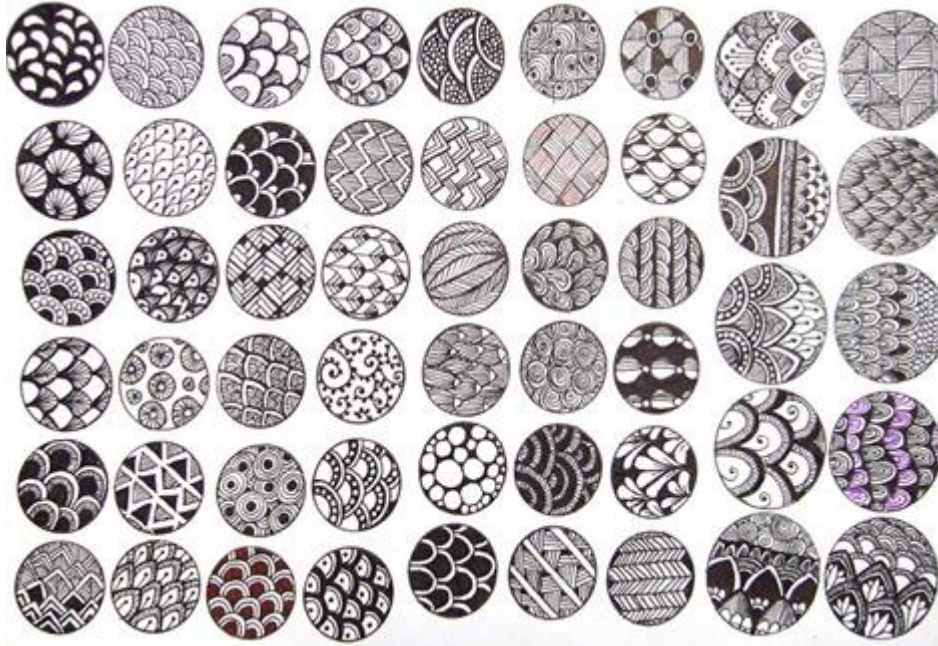
Home working – Year 7

This work is designed to last for week commencing Monday 18th May 2020

Art, food, textiles and media have 4 weeks' worth because some pupils will be at different stages of a rotation.

| Subject | We recommend starting here... | Additional work (for some subjects) |
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| Art | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk. Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p><u>Zentangle project</u></p> <p>Zentangle is a type of art that helps you exercise your creativity while also helping you relax and take care of your mental health. It is based on splitting images into sections and filling these with various repeating patterns. In this project you will be exploring the visual elements line, shape, tone and pattern.</p> <p><u>Week 3</u></p> <p>Task 1: <i>Research the work of the artists Rick Roberts and Maria Thomas</i></p> <ul style="list-style-type: none"> • These artists founded the zentangle movement. Write a short biography of each artist, select your hat materials have been used? • What can you see in the artwork favourite artwork from each artist and describe the art: • W? • Which visual elements have been used? <ul style="list-style-type: none"> • What type of lines have they used? • Have they used organic or geometric shape or a mixture of both? • Why do you think the artist made the artwork? • What do you think about the artwork? <ul style="list-style-type: none"> • What do you like/dislike about it? • How does it make you feel? <p>These websites are a good place to start your research: https://mymodernmet.com/zentangle-art/ https://zentangle.com/pages/how-did-zentangle-begin</p> <p>Task 2: <i>Creating zentangle patterns</i></p> | <p><u>Week 1</u></p> <p>Visual Element in Art: https://www.bbc.co.uk/bitesize/topics/z9kmhyc Access the BBC link above and read through the various Visual Elements in Art.</p> <p>Task 1 Create a poster on the Visual Elements Line and Tone. Try to include key vocabulary and images. Also try to practice the technique.</p> <p>Task 2 Create a poster on the Visual Elements Shape and Pattern. Try to include key vocabulary and images. Also try to practice the technique</p> <p><u>Week 2</u></p> <p>Activity - Find an object that is part of your identity (hairbrush, games console, etc) and observe and draw. Follow the steps below when completing the task: 1. Complete the outline - Use a pencil to lightly draw the outline of your object</p> <ul style="list-style-type: none"> • Scale (think about the size of the object. Which part is the biggest) • Proportion (look at the different parts of the object, do they look in scale to one another) <p>2. Add Internal lines - Use your pencil to add any lines you can see inside your outlines</p> <ul style="list-style-type: none"> • Proportion (make sure you put the lines in the right places and double check) <p>3. Add shading - Use your pencil to add tone to your drawing If you finish your drawing and can take a picture, upload it to Microsoft Teams so we can all see your amazing artwork! 😊</p> <ul style="list-style-type: none"> • Tone (add light, middle and dark shading inside you outlines) |

Practice different zentangle patterns. Below are some ideas for inspiration:



Evaluate the work you produce:

- Which techniques do you think look best?
- Which would you like to improve?
- What could your next steps be?

- Gradient (make sure you blend your tones from light to dark by thinking about the pressure of your pencil on the paper)

Computing

Unit 5: Components

<https://www.bbc.co.uk/bitesize/topics/zmpsgk7>

<https://www.bbc.co.uk/bitesize/guides/zqg9q6f/revision/1>

<https://www.bbc.co.uk/bitesize/guides/z67j2nb/revision/2>

Topics to look at-

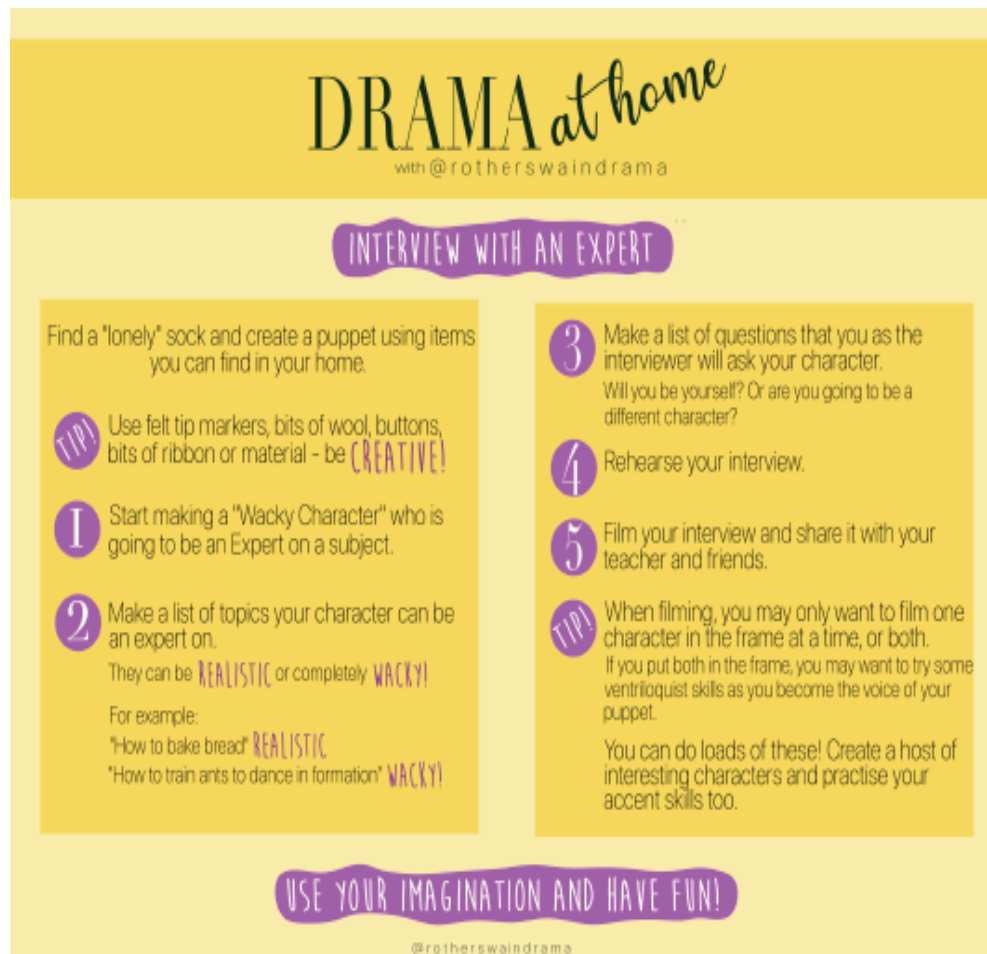
- Digital devices
- Software
- CPU
- Networks

Revise and complete Tests

Extension: make a list of all key terms for each unit we have looked at this year in Computer Science.

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| | <p>Lesson 3: Hardware and Software</p> <p>Define Hardware. Define Software.</p> <p>Draw a mindmap and give examples of hardware.</p> <p>Draw a mind map and give examples of software</p> <p>Look at the following and add these to the mindmap for software:</p> <ul style="list-style-type: none"> • Operating systems • Application systems- break down application software further into: entertainment, communication, productivity. <p>HELP - https://www.bbc.co.uk/bitesize/guides/z7qgmsg/revision/1</p> | |
| Dance | <p>MUSICALS!</p> <p>If you were in school, dance and drama would have now rotated. However, I know that some of you have been completing the dance work when you were originally on drama. So let's take a look at how to perform musical theatre dances.</p> <p>https://www.youtube.com/watch?v=H_LQeYUHm4M</p> <p>*Only use a basketball if it is safe to do so and you have permission from your parent/carer*</p> <p>Using the first section of the video only (up to 5:23), learn the steps and gestures of the first chorus.</p> <p>Aim to match the dancers' bodies and leg positions as accurately as you can. It's a mirrored tutorial to help master the directional changes whilst learning!</p> <p>Listen to the counts to help you to understand that timing of the music. Practise it slowly then build up the speed for each part to gain confidence in your performance.</p> | <p>Try singing along once you know the dance. This will help to improve your stamina.</p> <p>I gotta Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game I gotta Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game Come on Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game I gotta Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game</p> |
| Drama | <p>If you were in school, you would have by now rotated to Dance or back to Drama.</p> | <p>Task 1 instructions: This task is focusing on improving interview skills and uses a bit of art and craft to develop a puppet of your own.</p> |

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| | <p>As many of you have been completing both subjects at the same time, Drama will continue to plan and deliver new creative tasks fortnightly. So far projects have been brilliant, and I love seeing your creative ideas!</p> <p>Previous projects have been.</p> <p>1- To create a set for Romeo and Juliet</p> <p>2- To develop a Radio commercial for a new invention/ Romeo and Juliet advert</p> <p>Update: If you have not already completed your model set for Romeo and Juliet or completed your radio commercial please see the previous weeks lessons (at the bottom of the Working From Home page http://barrbeaconschool.co.uk/working-at-home/) or look at Teams for further information.</p> <p>Project 3</p> <p>Lesson focus: To create an interview with an expert- USING PUPPETRY!</p> <p>BOTH TASKS TO BE COMPLETED IN TWO WEEKS.</p> <p>Scroll down to follow the instructions.</p> | <p>By completing this lesson, you will also be improving your speaking and listening skills. If you are brave enough, have a go at doing ventriloquism.</p> <p>As you are developing your puppet think about characterisation. What accents would you use? Does your puppet have any phrases that they like to say or mannerisms that they like to do? Research on the internet what ventriloquism is and see how the performer distracts the audience by keeping the focus on the puppet. You can use your mirror to practise and perform to family or friends via Teams.</p> <p>Your character should be an expert on a topic of your choice. Great topics for your interview could be...</p> <p><u>Wacky Topics</u></p> <p>How to make a smelly cheese.</p> <p>How to juggle making Jelly</p> <p>How to create the perfect flea circus</p> <p><u>Realistic Topics</u></p> <p>How to make a fruit salad</p> <p>Creating the perfect pizza</p> <p>Knitting for beginners</p> <p>This can be a comedy or serious, and you can make up your own topics so how you create this is totally up to you!</p> <p>Task 2 Instructions: Once you have completed your puppet expert interview, have a go at thinking of the characters in the play Romeo and Juliet.</p> <p>Create a puppet based on one of these characters.</p> <p>1- Romeo</p> <p>2- Juliet</p> <p>3- Mercutio</p> <p>4- Tybalt</p> <p>5- Friar Lawrence</p> |
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For a clearer copy of this image please click on
https://mcusercontent.com/d50523db557804e4d5e3f83ce/files/24282b90-602b-49b7-b7c5-067af998bc44/Interview_with_an_Expert_Lesson.pdf

Basing your ideas on what you have learned about the play, see if you could create an interview **hot seating** one of these characters about their characters' involvement in the story.

Research a little about past productions of the play and include some of this information if you can. Watch how the professional actors portray the characters and look at what their characters wear.

Clips of the RSC version of the play can be found here.

<https://www.youtube.com/watch?v=YY85VwSHFmA>

Extension: If you are unable to complete a puppet on Romeo and Juliet watch a live performance of any Drama on You Tube and use a character from that instead.

To help please look at the link below for some of Andrew Lloyd Webbers' musicals on #TheShowsMustGoOn

<https://www.youtube.com/channel/UCdmPjhKMaXNNcCr1FjuMvag>

Or watch live stream Shakespeare from the Globe! This week it's Macbeth.

<https://www.youtube.com/channel/UCwN-jwNNNQn-8sfKG-qg8uA>

Remember your work can be shared to Mrs Wibberley through Teams or by email.

Have fun!

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| English | <p>Choose one or more of these books:</p> <p><i>New Boy</i> by Tracy Chevalier <i>Vinegar Girl</i> by Anne Taylor <i>Looking For Alaska</i> by John Green <i>Uglies</i> by Scott Westerfeld <i>Stone Cold</i> by Robert Swindells <i>Northern Lights</i> by Philip Pullman <i>The Hunger Games</i> trilogy by Suzanne Collins <i>Pig Heart Boy</i> by Malorie Blackman <i>Noughts and Crosses</i> by Malorie Blackman <i>Oliver Twist</i> by Charles Dickens <i>Alice in Wonderland</i> by Lewis Carroll</p> <p>Week commencing 18th May - You will be using the following booklets</p> <p>4. Creative Writing Booklet 5. Skellig Full Text 5. Skellig Workbook</p> <p>Any tasks that you have not completed in previous weeks, please complete them first and then continue with the work outlined below.</p> <p>Lesson 1:</p> <ol style="list-style-type: none"> Skellig Text and Workbook: Complete page 5 'Chapter 1-6 Comprehension questions' in full sentences. Go through Chapters 1 and find quotations that engage the reader. Find a minimum of 3 quotations, if you find more, feel free to write them down. Explode the quotations - Which key words engage the reader? Why do they engage the reader? How does it make the reader feel? Make sure that your quotes are annotated in detail as this will help you with the next task! Use the BBC Bitesize: 'How to investigate language in fiction texts' to help you - https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z6w4xyc <p>Lesson 2:</p> | <ol style="list-style-type: none"> Complete the autobiography booklet. This is meant to be completed over a six-week period but feel free to complete the tasks sooner. Complete the story writing booklet – be as imaginative as possible to write what or however many stories you want! <p>If you need any help or would like your teacher to check your work – feel free to email them!</p> <p>Additional: Netflix watchlist:</p> <ul style="list-style-type: none"> Dickensian (adaptations of Dickens's writings) Anne with an E (adaptation of L.M. Montgomery's 'Anne of Green Gables' (Book Adaptation) Emma (adaptation of 'Emma' by Jane Austen) Pride and Prejudice (adaption of 'Pride and Prejudice' by Jane Austen) Sense and Sensibility (adaption of 'Sense and Sensibility' by Jane Austen) Arrietty (anime adaption of 'The Borrowers' by Mary Norton) The Hobbit (adaptation of 'The Hobbit' by J.R.R. Tolkien) The Perks of Being a Wallflower (adapted from the novel by Stephen Chomsky) Mary Shelley (a biopic of the author of 'Frankenstein') The Great Gatsby* (adapted from the novel by F. Scott Fitzgerald) The Circle (Adaption of 'The Circle' by Dave Eggers) The Sun is also a Star (Adaptation by Nicola Yoon) To All the Boys I've Loved Before (Adaptation of book by Jenny Han) <p>BBC iPlayer Watchlist:</p> |

1. Watch BBC Bitesize:
 - 'How to use evidence from a text' - <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zdq8hbk>
2. Write 3 paragraphs answer the following question: How does David Almond engage the reader in Chapter 1 of Skellig?
3. Make sure you follow the structure provided. All the questions need to be included in **one** paragraph.
4. Read through your own work and self-assess by doing the following:
 - Highlight and annotate where you have included a point that links to the question.
 - Highlight and annotate where you have included a quote (evidence) that links to the question.
 - Highlight and annotate where you have included a technique and included what it is called.
 - Highlight and annotate where you have included your explanation on how your quotation engages the reader? Have you linked back to the question?
 - Highlight and annotate where you have included the effect on the reader.
 - Write down what you feel you have done well in your paragraphs, and write down what you need to improve next time - which colour isn't highlighted very much? That will help you see which skill you need to improve on.

Lesson 3:

1. Watch BBC Bitesize:

'Creative and narrative writing' - <https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1>

2. **4. Creative Writing Booklet:** Select **one** of the 19 images that shown in the booklet (select one you have not done before). This lesson you will **plana** piece of creative writing using the image as inspiration. You can build a story around the image, just making sure your story links in some way. Annotate around the image provided in the booklet. Use the questions below to help you:
 - What do you see? (Use your better words to help you describe)
 - What do you think you could hear if you were there?
 - What could you smell?
 - What could you touch?
 - What devices (in the box labelled 'Toolkit') could you use to help describe the image?
 - Think about a story behind the image - What is going to happen? Who is involved? Why has this happened?

- A Christmas Carol: <https://www.bbc.co.uk/iplayer/episodes/m000csdp/a-christmas-carol>
- Novels That Shaped Our World (contains some strong language): [https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place\(contains some strong language\)](https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place(contains some strong language))

Other:

- Watch theatre productions online: https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html
- Project Gutenberg offers free Ebooks of classic literature <https://www.gutenberg.org/browse/scores/top>
- Free audiobooks available here <http://www.openculture.com/freeaudiobooks>
- Creative writing prompts available here <http://www.pobble365.com/>
- <https://www.rsc.org.uk/education/live-lessons> - Live Lessons by the Royal Shakespeare Company

Homework over half term:

- Choose another literature monster/creature that you have read before. - How does the author describe the creature/monster? How does this creature's description differ to the creature in the garage? Write your answer into analytical paragraphs.
- Read Chapters 6 - 10 of Skellig. If you finished these chapters, feel free to read on!

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| | <p>1. Plan your story - what are you going to write in each paragraph? An example is below: Paragraph 1 - Describing the weather - the moon shone brightly through the devilish clouds.</p> <p>Lesson 4:</p> <ol style="list-style-type: none"> 1. Complete your plan of your story - what are you going to write in each paragraph 2. Once you have a clear plan completed, start writing your piece of descriptive writing inspired by the image in the booklet. <p>If you need any help or would like your teacher to check your work – feel free to email them!</p> | |
| Food | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk. Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p>Week 1 Health and Safety in food production: Watch the video and identify key safety points when undertaking food practical work https://www.bbc.co.uk/bitesize/clips/zxfqxb</p> <p>Week 2 How cola is produced: Watch the video and make detailed notes on the process involved in making cola https://www.bbc.co.uk/bitesize/clips/z8sjmp3</p> <p>Week 3 Video: Watch an episode of MasterChef and identify 3 foods they use that you are unfamiliar with. Use the internet or books to research what these foods are and their origins.</p> <p>Week 4 Restaurant review: Use the following website as a guide to help you in writing a review of a restaurant you once visited. https://www.grammarly.com/blog/how-to-write-a-restaurant-review/</p> | <p>Watch: Food on the brain https://www.youtube.com/watch?v=f78L_quecfM</p> <p>Netflix: Theatre of Life (2016) - This documentary follows chef Massimo Bottura as he opens a soup kitchen to cook gourmet meals for the needy from food waste at the 2015 Milan Expo.</p> <p>Additional worksheets: https://matrixacademytrust-my.sharepoint.com/:f:/g/personal/revision_matrixacademytrust_co_uk/EniLDHW7c1pNtfvZnWGwhCQBOF9mIQR97M_7w1z5fVgl0A?e=8Yhk2m</p> <p>Where necessary use the PowerPoint to help you complete the worksheets Complete the Eco systems worksheet in number order The other worksheets can be completed in any order</p> |

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| <p>French</p> | <p>Week 7: w/c 18th May</p> <p>This week Year 7 we want you to take a break from the normal MFL activities and have a bit of fun. We also want you to learn about the culture of the language you are studying. We have come up with 9 challenges for you to complete during this week and over half term if you want to.</p> <p>You should download the challenges and instructions from the resources part of the school website. Your teachers might have also uploaded them on Teams.</p> <p>As there is a competition element to this week's work, you will need to send proof to your MFL teachers via their email aholmes@barrbeaconschool.co.uk, hmcgoldrick@barrbeaconschool.co.uk, sbey@barrbeaconschool.co.uk)</p> <p> </p> <p>*Important* - You should post any of your work to Teams but email it directly to your teachers. Any photos posted to Teams will be deleted. Good Luck!</p> | <p>Year 7 Learning pack French to complete (in All Resources folder on Working At Home website)</p> |
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Year 7

Create a mood board for your dream holiday. Imagine you can go wherever you want once lockdown ends.



You must include:

Description of the location of your destination. Include a map of where the place is.

Research how much your flights/ transport will cost. How long will the flight be/drive be to your destination? When are you going to visit? Why that time of year? Do you need to consider any weather issues?

Where are you going to stay? How much will it cost you? Will you stay bed and breakfast or half board (breakfast and dinner) or all inclusive?

What will you see when you are there? Include at least 5 sightseeing activities you will undertake in an itinerary.

How much will each of the sightseeing activities cost you?

There are loads of brilliant Geographical programs on Netflix. You can also find lots of brilliant programs on BBC iPlayer and other catch up channels.

BBC iPlayer has a whole section on Science and Nature. Here are my top picks.

- Seven Worlds One Planet (looks at the different continents)
- Climate Change – The Facts
- Coast
- Equator
- Expedition Volcano

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| | <p>What is the total cost of your trip?</p> <p>Write a 500 word “blurb” for your holiday. Why do you want to travel there? Tell us some fun facts about the place. Explain how this place might compare to other places you have visited. There will be a video produced after half term to help you with this.</p> | |
| German | <p>Week 7: w/c 18th May</p> <p>This week Year 7 we want you to take a break from the normal MFL activities and have a bit of fun. We also want you to learn about the culture of the language you are studying. We have come up with 9 challenges for you to complete during this week and over half term if you want to.</p> <p>You should download the challenges and instructions from the resources part of the school website. Your teachers might have also uploaded them on Teams.</p> <p>As there is a competition element to this week’s work, you will need to send proof to your MFL teachers via their email (meszrenyi@barrbeaconschool.co.uk, jbrazier@barrbeaconschool.co.uk, avryaparj@barrbeaconschool.co.uk)</p> <p>*Important* - You should not post any of your work to Teams but email it directly to your teachers. Any photos posted to Teams will be deleted.</p> <p>Good Luck!</p> | <p>Once you have finished all of these activities: Research a town in Germany, for example Köln, Berlin, Stuttgart or Hamburg. Create a brochure on what you find in German.</p> |
| History | <p>For previous weeks’ work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> | <p>If this is completed then please choose additional topics to research from the extended learning document.</p> <p>If age appropriate</p> |

Week beginning 18/05/2020

To commemorate the anniversary of VE Day on 8th May there is a pack of work on the History resources area for you to work through including videos, tasks and lots of interesting information on this topic. Please have a go at the activities and then send any work to your teacher. In addition if you would like to create some artwork, a poem or another piece of work commemorating this anniversary please do so and send a picture to your History teacher.

Write a film review on any of the following historical representations.

Dunkirk. Netflix
Boy in the Striped Pyjamas.
The Horrible History Movie. Amazon Prime.
War Horse.
The Darkest Hour. Netflix.
The Book Thief.

List of Documentaries on BBC iPlayer.
Suffragettes by Lucy Worsley
Back in time for the corner shop.
England's forgotten queens.

Take the BBC Bitesize
quiz!<https://www.bbc.co.uk/bitesize/guides/zwbj6sg/test>
Create a knowledge organiser and 20 question and answer
quiz of life in the Tudor and Stuart Times. Watch Horrible
Histories. 'Terrible Tudors' and 'Slimy Stuarts,' clips as a
supporting source for your project.

Take the BBC Bitesize quiz!
<https://www.bbc.co.uk/bitesize/guides/zf7fr82/test> Compare
what you have learnt about the British Empire to another
Empire of your choice. For example, the Roman Empire or
Medieval Islamic World. Create an information page on your
chosen Empire so you can teach it to someone else. Ensure
there are at least 5-10 key pieces of information. You make
use diagrams and sources to illustrate your points. Watch the
9 class clips about the British Empire and create a film review
of what you have learnt about this topic.
<https://www.bbc.co.uk/bitesize/topics/zsnp34j/resources/1>
BBC production of 'Victoria.'

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| | | <p>BBC Bitesize clip KS3 on the French Revolution. https://www.bbc.co.uk/bitesize/topics/zw8k7ty/resources/1 Now research another Revolution of your choice in History. For example, the Industrial Revolution or the American Revolution. Write a summary of 10-20 learning points about your chosen Revolution.</p> |
| Maths | <p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>There will be a mathswatch test each week to complete based on work completed this year – these are timed so make sure you have gone through the topics prior to completing the test.</p> <p>Complete the follow up intervention work, these include videos and helpful hints for the topics from each of the previous tests set on mathswatch.</p> <p>There is a selection of new investigations to attempt which can be found on the website.</p> <p>Every Monday, there will be a BBC bitesize document which will detail what topics are being covered in the Daily lessons of BBC bitesize. These are recap topics from work we have completed this year.</p> <p><u>Ongoing</u></p> <p>Use mathswatch to review topics which have been covered this year, you may find it useful to use the curriculum map on the website to see what has been covered this year.</p> <p>New material and tests will be added onto the website and mathswatch each Wednesday after the Easter break by the maths department.</p> | <p>Use websites such as https://corbettmaths.com/ https://www.mathsgenie.co.uk/gcse.html to work through topics with GCSE style questions</p> <p>Complete challenge puzzles and UKMT maths challenge material found on the website.</p> <p><u>Oak Learning Instructions – Online Lessons</u></p> <ol style="list-style-type: none"> 1. Go on www.thenational.academy 2. Click on online classroom 3. Press subject and pick the appropriate year group 4. Pick maths (there are also loads of different subjects on this website) 5. Start the lesson you would like to do - then follow the on screen instructions. <p>Please note - more lessons will be added each week.</p> |
| Media Studies | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p><u>Week 1:</u></p> <p>Complete research to find different types of camera angles (here is a youtube video that might help https://www.youtube.com/watch?v=lrB7Ce0J0UM&t=2s). Find out why filmmakers use specific shots or angles and decide what you think they might use them for and how this affects the audience.</p> | <p>If you would like you experiment more with storyboards, you can use this website to create your own online: https://www.storyboardthat.com/</p> <p>SKY COMPETITION:</p> <p>School have been contacted by Sky with an opportunity for you to create your own short film/vlog where you are able to “share your lockdown story”. This can be fictional, factual or emotional and should be filmed and edited by yourself, although can include the people that you live with if you wish. If yours is picked it may feature on Sky news and you may also win new equipment for school which obviously benefits you</p> |

Then, watch the Bruce vs. Cake scene on youtube (linked here https://www.youtube.com/watch?v=EOQeU_6vbeg) and identify the different camera angles used and why the filmmaker has chosen to use the different angles in that shot, if you want a challenge decide how using that specific shot has had an affect on the audience.

Week 2:

Choose your own film clip (this can be a film you have on dvd or online or it could just be a clip that you have found on youtube). Write down the camera angles that have been used in the scene and the affect that using these angles has had on the audience.

Week 3:

A film production company have approached you and asked you to produce your own horror film. Use your knowledge of camera angles to create your own storyboard for your horror film.

Your storyboard should look something like this and should have at least 6 boxes and a description of what is happening in the scene under each box

| | | |
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| Scene: | Scene: | Scene: |
| | | |
| | | |
| | | |
| Scene: | Scene: | Scene: |
| | | |
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Create your own at Storyboard That

Here is an example of how it should look, although you should include colour in yours to make it interesting!

guys too! This would also look great on college applications (especially arts colleges such as BoA). I've added the link below if you would like to read more about it. Email me at cwinters@barrbeaconschool.co.uk if you'd like to take part. <https://www.skyacademystudios.com/documents/-keepconnected-student-handout-age-12-16-3-.pdf>

"CS2C: Fun with Storyboards" by Kenneth Chan



Establishing shot of classroom. One student snoring. One sits up in alarm over assignment.



Student feels overwhelmed. Voiceover: "I've never done this!" Camera pans slowly to make space.



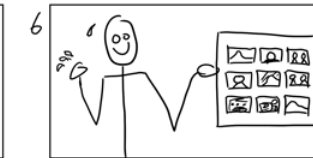
Ideas surrounded by blurry thought bubble. Brainstorm may also be video montage surrounded by blurry frame.



Moment of clarity. "Aha!" Ding or chimes; lightbulb moment.



Working in a dark dorm room. Sounds of clock ticking and pencil scratching on paper.



Proudly shows off finished storyboard. Wipes sweat off brow. Victory music. Zoom in on storyboard.



Submitting via Coursework. Fade out as if ending.

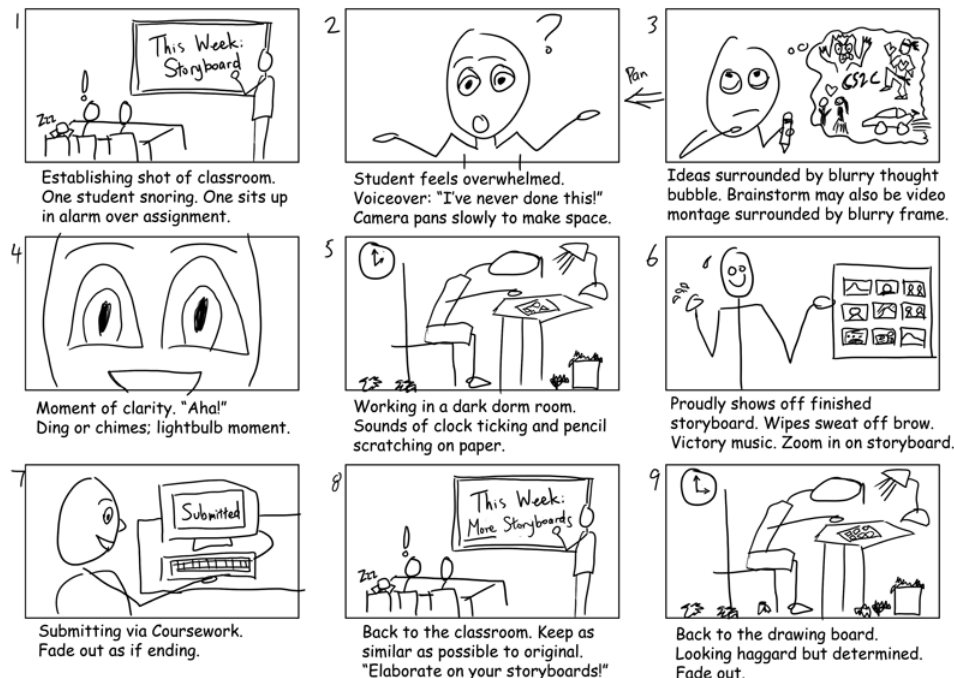


Back to the classroom. Keep as similar as possible to original. "Elaborate on your storyboards!"



Back to the drawing board. Looking haggard but determined. Fade out.

"CS2C: Fun with Storyboards" by Kenneth Chan



Week 4:

Finish off your storyboard, ensuring you have filled all boxes, included descriptions and images and included lots of colour!

Evaluate how effectively you have used camera angles and appealed to your audience.

PE

Home workouts:

<https://www.youtube.com/user/popsugartvfit/videos> Regular uploads on this channel

Just Dance workouts: Visit youtube.com and complete 5 just dance songs of your choice. (We recommend 'Waka Waka')


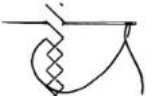
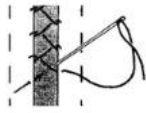




1. <https://www.youtube.com/watch?v=pWLEkO0MIXs> (Boxing Workout)

Netflix watch List:

Losers; Sir Alex Ferguson Secrets of Success; Stop at Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance

Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;

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| | <p>2. https://www.youtube.com/watch?v=XleCMhNWFQQ (Tabata Workout)</p> <p>3. Jog, brisk walk, cycle 20-40minutes (Try to do x3 a week)</p> <p>4. https://www.youtube.com/watch?v=0NlvRAaOdIQ</p> <p>5. Make a workout plan tailored to your specific needs and favourite activities. EXTENSION- Can you justify why you have picked each exercise and how it is suitable for you chosen sport.</p> <p><u>Things to think about when exercising:</u> How can I make these exercises easier/harder? What changes are happening to my body before I exercise? What changes are happening to my body during exercise? What is happening to my body after exercise? What muscles have I used by doing this exercise? Why is it important to warm-up, cool-down and stretch? What is a HIIT workout? What is the difference between a HIIT workout and a normal circuit?</p> <p><u>Extension:</u> Pick a skill or exercise that you want to develop, this could be skipping, burpees or any other skill you wish to master. Dedicate some time to improve your technique and efficiency of the exercise (think about some easier and advanced versions you could do)</p> | <p>Prime Watch List: Eat Race Win; Breaking 60: Challenging the Impossible; Invictus</p> <p>The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Take Us Home: Leeds United; Class of 92</p> <p>https://www.youtube.com/watch?v=A73HQwEct-o</p> <p>Podcast List: Families in Sport</p> <p>The Real Science of Sport Podcast 30 for 30</p> |
| PSHE | <p>Using BBC Bitesize – https://www.bbc.co.uk/bitesize/topics/zrr4jxs/resources/1</p> <p>Week Commencing 18th May</p> <p>Using BBC Bitesize, Secondary, KS3, PSHE & Citizenship, Healthy Lifestyles, Mental and Emotional Health</p> <p>Watch the class clips on: Anorexia - then research the extent anorexia can affect sufferers lives, early indicators of the condition and the consequences of anorexia for sufferers and their families. What support is available both locally and nationally? How could we help support someone who we believe may be at risk? Pupils could present this in the form of a leaflet / presentation / web page.</p> | <p>Watch the class clips on:</p> <p>Anxiety disorder - then research what are the symptoms of anxiety disorders? What advice could be given to sufferers to help them cope / overcome the condition? Where could they go to obtain support with their condition? What would be the be the best way to obtain medical help? Pupils could present this in the form of a leaflet.</p> |

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| Religious Studies | <p>18th May (2hours)-Complete the worksheets on the festivals of light. You will need to write the answers on a separate piece of paper. You then need to research at least 1 festival to do with light from any of the main world religions and produce an information sheet on it.</p> <p>Using the knowledge organisers do self-quizzing of key topics. Test and develop your knowledge and play these online quizzes https://www.educationquizzes.com/ks3/religious-education/</p> | <p>Watch the clips and use the interactive pages on this link: https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j Then choose one of the clips or pages that you found interesting to do further research on. Write a magazine article outlining what you researched and learnt about this aspect of religious studies.</p> |
| Science | <p>Resources are available on https://drive.google.com/open?id=1Qo5WfuRyRDbqmt5UnkWmmT6iBnwCgJ-f There is an instruction document with further instructions. Your main focus is reviewing past content and looking at summer term content through use of knowledge organisers, self-quizzing and other resources.</p> | |
| Textiles | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk. Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p><u>Week 1</u> Watch this video: https://www.youtube.com/watch?v=WfLep31lczo</p> <p>Create a sewing machine manual on how to thread a sewing machine. You can also use other videos on Youtube.</p> <p>Create a safety poster for the textiles classroom.</p> <p><u>Week 2</u> If you have materials at home: Attempt an applique sample!</p> <p>https://www.youtube.com/watch?v=mFAFobPR3CQ You can do this without bondaweb</p> <p>If you have dyes at home:</p> | <p>Try out new stitches. There are helpful videos on YouTube as well.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>Even Backstitch</p> </div> <div style="text-align: center;">  <p>Cross Stitch - decorative stitch</p> </div> <div style="text-align: center;">  <p>Fagoting Stitch - decorative stitch</p> </div> <div style="text-align: center;">  <p>Chainstitch - decorative stitch</p> </div> <div style="text-align: center;">  <p>Blanket Stitch decorative edge</p> </div> <div style="text-align: center;">  <p>Featherstitch decorative stitch</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>Can you do any of these?</p> </div> |

Attempt tie dye

<https://www.youtube.com/watch?v=abjpy72Sf6U>

Week 3

Attempt the spellings:

Sewing

Thread

Environment

Stitch

Scissors

Machine

Measuring

Tacking

Safety

Ironing

Needle

Pinking shears

Tailors chalk

Printing

Pinning

Applique

Molar

Batik

Create 4 design ideas for your bag

Create a final design idea for your bag

Week 4

If you would like to attempt to make a drawstring bag, here are the instructions.

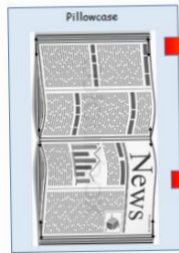
You will need:

A pillow case

A JD bag

Scrap materials for decoration

→ Todays lesson - cutting out and starting casing →



Put newspaper onto pillowcase

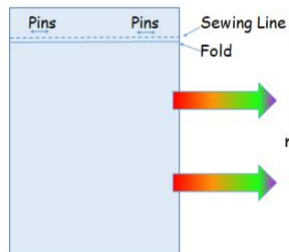
Pin 6 pins into newspaper and pillowcase (see Miss Smiths demo)

Cut around your newspaper neatly

Take out pins and remove newspaper

Come to Miss Smith at the iron with 4 pins

→ Todays lesson - cutting out and starting casing →



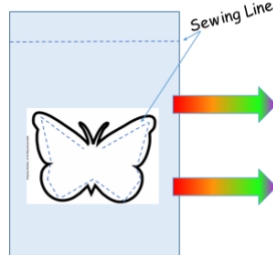
Fold and iron casing

Add pins

Sew along the folded edge, making sure the edge doesn't come unfolded

Neat and small stitches!

→ Todays lesson - decoration →



Pin animal template onto fabric

Cut around animal template

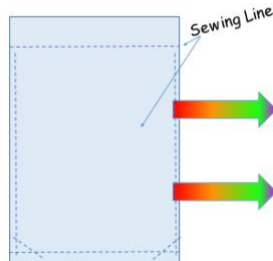
Make sure you pin your animal onto the correct side

Neatly sew around your animal and add details

EXT: add extra details

See Miss Smiths examples!

→ Todays lesson - decoration →



Pin your front and back right side to right side

Sew the 3 edges like the diagram

Thread chord through the casing

Pull the chord through the bottom edges and sew a diagonal line over the chord to secure into place

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| | <p>Create a promotional poster for your bag</p> <p>Create a range of accessories to go with your bag.</p> | |
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