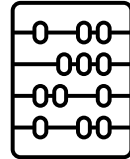
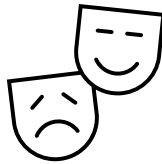
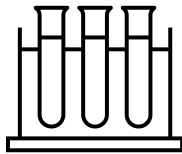
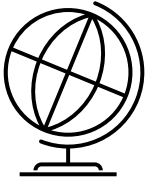


Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 8

Term: Spring

Contents

Purpose of Booklet

Subjects:

English

Maths

Science

Geography

History

RS

Computing

French*

Spanish*

German*

DT*

Food*

Textiles*

Drama

Music

PE

Art

*Students only study one from French, Spanish and German.

*Students study each of DT, Food and Textiles on rotation throughout the year.

Purpose of Booklet

This booklet is intended as part of our legal obligation to provide appropriate work to students who are not able to attend school.

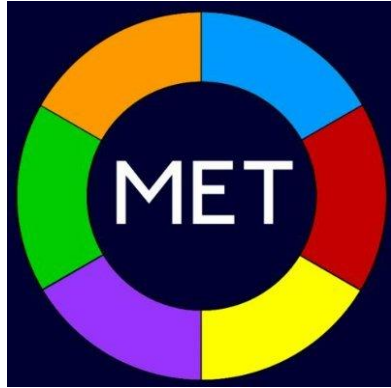
This could include students who are suspended, having an additional SEND learning need or a medical condition.

The booklet should allow families (and students) to fully understand which topics are being covered each term and in each subject.

These booklets, in conjunction with our Knowledge Organisers, will enable families to be much more familiar with the curriculum their children are studying.

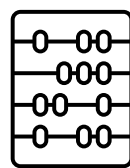
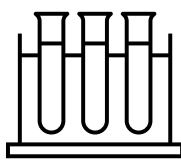
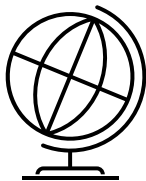
The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

Within each subject area in this booklet, you will find a summary of the learning being covered (including skills and knowledge), links to online learning resources that match with the curriculum and some suggested tasks and activities.



Bristol Metropolitan Academy

English



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English

Summary of Learning:

Big Questions:

- What is gothic literature?
- Why is gothic literature important ?
- How can use the conventions of gothic literature in our own creative writing?

Students will know...

1. Context – C19th and modern texts, science and technology
2. Characters – Monsters, supernatural, outsiders, archetypes
3. Themes – Supernatural, power, control, fear, conflict
4. Language – Figurative, symbolism, C19th and modern
5. Story – Structure, setting, character
6. Literary Heritage – Gothic tradition
7. Wider significance – Literary canon, representation of madness, mental illness, and disability.

Students will understand and/or define...

Literary terminology: Antagonist, unreliable narrator, pathetic fallacy, personification, atmosphere, foreshadowing, outsiders, tension/suspense, climax, juxtaposition

Vocabulary: Gothic, Supernatural, Ominous, Foreboding, Submissive, Isolation, Dominance, Tyrannical.

Contextual Factors: Victorian England (Empire, attitudes to others, science, health, religion)

Gothic Anthology:

The Woman in Black by Susan Hill (extracts)

The Tell-Tale Heart Edgar Allan Poe

The Red Room HG Wells

Frankenstein by Mary Shelley (extract)

The Werewolf Angela Carter

Poetry:

The Cold Earth Slept Below Percy Bysshe Shelley

Spellbound Emily Bronte

English Sources of work:

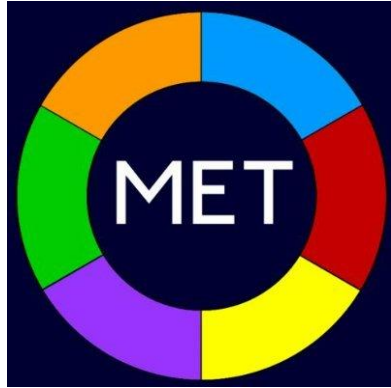
- This will give you an overview of Gothic literature and the context behind it - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/science-and-religion>
- Frankenstein and links to context – who is the author and keywords - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/frankenstein-and-the-gothic-context#slide-deck>
- Creative writing and making your own monster - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/planning-descriptive-writing-for-a-monster-within#exit-quiz>
- Gothic poetry - The Raven – Edgar Allen Poe <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/gothic-poetry/lessons/understanding-the-raven>
- Exploring The Raven – Edgar Allen Poe - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/gothic-poetry/lessons/analysing-the-raven>
- The Tell-Tale Heart – Edger Allen Poe - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/reading-the-tell-tale-heart#slide-deck>
- The Tell – Tale Heart – Symbolism - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/symbolism-in-the-tell-tale-heart>
- The Tell-Tale Heart – analysis - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/a-written-analysis-of-the-tell-tale-heart>
- Gothic writing and tension - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/organising-your-writing>
- Writing a description based on Gothic conventions - <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-monster-within-reading-gothic-fiction/lessons/descriptive-writing-about-a-small-detail>
- The Woman in Black overview <https://www.bbc.co.uk/bitesize/topics/zwpfwwx/articles/zpy7xbk#zhg6p4j>
- Alma – Watch the short story and create a sequel - <https://www.literacyshed.com/alma.html>
- Check your grammar - <http://www.english-practice.at/index.htm>



English Possible Tasks:

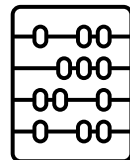
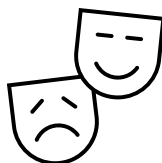
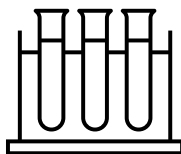
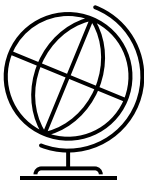
1. Work through the lessons on Frankenstein, The Raven, The Tell-Tale Heart and gothic creative writing to give you an understanding of the gothic genre.
2. Do some research on gothic monsters. Use an image search to give you ideas about what these monsters might look like. Then, draw your own gothic monster and write a description of it, using a varied vocabulary.
3. Do some research into gothic settings. Use an image search to give you ideas about what these settings might look like. Then, draw your own gothic setting and write a description of it, using a varied vocabulary.
4. Plan your own gothic story. Use ideas from the other gothic extracts and stories you have read to plan your story. You could write a sequel, a prequel or an additional part of a story that exists.
5. Practise reading a section of your story aloud. Focus on your volume, tone and pace to make it exciting and tense. If you can, read it aloud to someone else and get feedback about your performance.
6. Look at the gothic poetry and see if you can produce your own gothic poem. Consider what topic you might focus on. How can you create tension in your poem? How do you want your reader to feel? How can you make them feel this way?
7. Analyse how tension is created in one of the gothic stories – how did the writer create tension?
8. Create a script for the the Alma short film where we hear her thoughts and feelings.
9. Choose one of the extracts or poems and identify where gothic conventions are used. Make a note of these and explain the effect of the convention.
10. Use the link on the 'source of work' page to complete some worksheets on grammar to improve your skills.





Bristol Metropolitan Academy

Maths



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Summary of Learning:

JANUARY					
Wk18	Wk19	Wk20			
Reteach		Graphs of linear functions, inc $y=mx+c$			
AP2 Written Assessment					
JANUARY		FEBRUARY			
Wk21	Wk22	Wk23	Wk24		
Graphs of linear functions, inc $y=mx+c$ (AP2 - Data drop 31/01/25)		Use percentages	HOLIDAY		
MARCH					
Wk25	Wk26	Wk27	Wk28	Wk29	Wk30
Use percentages	Calculating with decimals	Fractions, decimals & percentages	Percentage increase/decrease/reverse		Ratio - with fractions

YR 8 Math Topics

- 1) Drawing & Measuring Angles (*some calculating angles*)
- 2) Interpreting & Comparing Data
- 3) Averages
- 4) Scatter Graphs
- 5) **Data Project**
- 6) Solving Linear Equations
- 7) **Sequences: find & use n^{th} term rules**
- 8) Graphs of Linear Functions (*inc. $y = mx + c$*)
- 9) Using Percentages
- 10) Calculating with Decimals
- 11) Fractions, Decimals & Percentages
- 12) Percentage (*Increase/Decrease/Reverse*)
- 13) Ratio (*with Fractions*)
- 14) Scale Diagrams
- 15) Pythagoras
- 16) **3D Shapes**
- 17) Volume
- 18) Calculating Angles

Term 3 – Sources of work

The links below take you to the relevant MathsWatch page.

Graphs of Linear Functions

- [Coordinates & Plotting](#)
- [Substitution](#)
- [Horizontal/Vertical Lines](#)
- [Gradient/Intercept from Equation](#)
- [Gradient from Graph](#)
- [Equation from Graph](#)

Using Percentages

- [Percentages of Amounts](#)
- [Amount as a Percentages of Another Amount](#)
- [Solving Problems in Context](#)

Term 4 – Sources of work

Fractions, Decimals and Percentages

- [Adding decimals](#)
- [Subtracting decimals](#)
- [Multiplying decimals](#)
- [Long multiplication for decimals](#)
- [Long division for decimals](#)
- [Multiplying decimals between 0 and 1](#)
- [Dividing decimals between 0 and 1](#)
- [Converting fractions, decimals and percentages](#)
- [Percentage increase](#)
- [Percentage change using a multiplier](#)
- [Simple interest](#)

Possible Tasks:

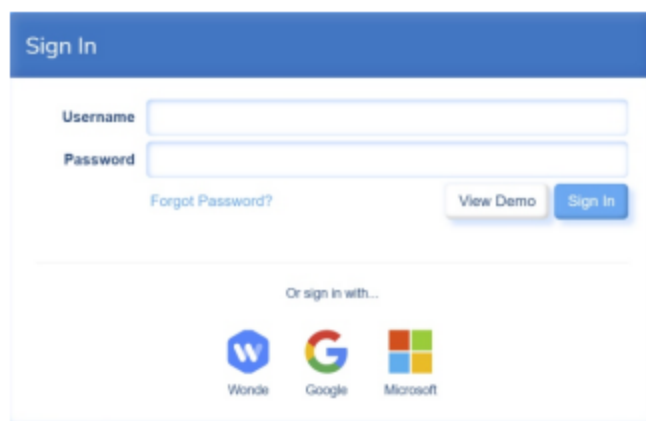
Complete the tasks on mathswatch

Logging into mathswatch

First things first, let's log in

Please navigate to vle.mathswatch.co.uk using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



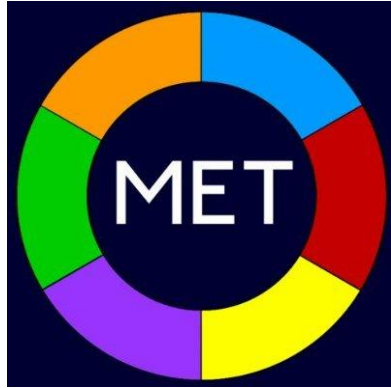
The screenshot shows the 'Sign In' page for Mathswatch. It features a blue header with the text 'Sign In'. Below the header, there are two input fields: 'Username' and 'Password'. To the right of the 'Password' field, there are two buttons: 'View Demo' and 'Sign In'. Below the input fields, there is a link for 'Forgot Password?'. At the bottom of the page, there is a section titled 'Or sign in with...' with three icons: 'Wonde', 'Google', and 'Microsoft'.

Login details:

USERNAME: firstnamelastname@bristolmet

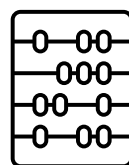
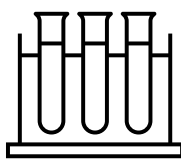
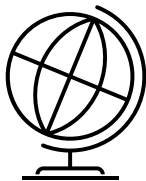
PASSWORD: mathswatch

[Student guide:](#)



Bristol Metropolitan Academy

Science



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Science

Summary of Learning:

Unit Title : Evolution

- Describe variation within and among species, and how evolution leads to the survival of a species.

Knowledge and skills

- describe the differences between species
- recall the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation
- explain how the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection
- explain how changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
- discuss the ethics of extinction

Keywords:

Variation, genetic, inherited, environment, habitat, natural selection, adaptation, extinction

Unit Title : Metals and reactivity

- Describe how we can use the reactivity series to predict reactions of metals.

Knowledge and skills

- Describe the order of metals and carbon in the reactivity series.
- Describe reactions of metals, metal oxides (including alkalis) & metal carbonates with acids.
- Describe and use the test for hydrogen and carbon dioxide.
- Describe the pattern of reactivity in group 1 metals.
- Describe the chemical properties of metal and non-metal oxides with respect to acidity.
- Explain the use of carbon in obtaining metals from metal oxides.

Keywords:

Metal, displacement, reactivity, reactivity series, extraction, ore

Science

Sources of work & Possible Tasks:

Make notes from videos, complete section quiz (Left of page)

Evolution

Causes of variation

<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z6s26yc>

Types of variation

<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z6j66g8>

Adaptations and evolution

<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z46hxbk>

What is natural selection

<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z7hj2nb>

Natural selection leads to evolution

<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/zyxtm39>

Biodiversity, extinction and gene pools

<https://www.bbc.co.uk/bitesize/topics/zxhhvcw/articles/zwb3f82>

Metals and Reactivity

Metals and non-metals

<https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/z8qrr2p>

Metal and non-metal oxides

<https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/z9rbbqt>

Making a reactivity series

<https://www.bbc.co.uk/bitesize/topics/z3ksp4j/articles/z7jpsk7>

Introduction to displacement reactions

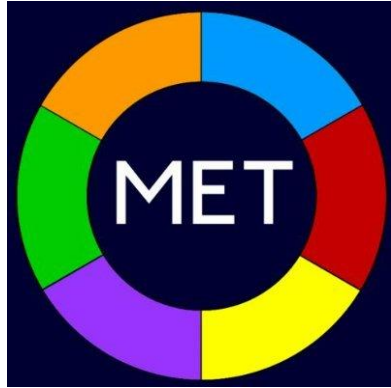
<https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/z9sptrd#zdvfn9q>

Extracting metals

<https://www.bbc.co.uk/bitesize/topics/z3ksp4j/articles/zwdxtrd>

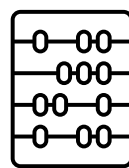
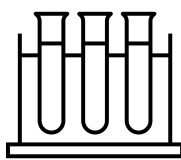
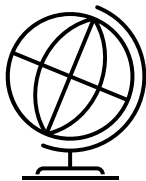
Displacement reactions

<https://www.bbc.co.uk/bitesize/topics/z3ksp4j/articles/zfy98hv>



Bristol Metropolitan Academy

Geography



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Geography

Summary of Learning:

Will Asia ever be on top?

- Know the pros and cons of development indicators
- Rapid development in Asia is creating a powerful and important continent
- Development provides China with both opportunities and challenges, such as TNCs.
- Rapid urbanisation can create inequalities in countries such as India

Knowledge and skills

- Describe the location of Asia, China, India and megacities on a map.
- Use a choropleth map to describe the distribution of wealth in Asia.
- Describe the distribution of HICs, LICs and NEEs using a choropleth map.
- Give examples of primary, secondary and tertiary, quaternary industries (jobs).
- Give the main causes of rapid development in China and India.
- Explain the positive and negative impacts of rapid development.
- Know that rapid urbanisation can cause uneven development.
- Define, name and locate megacities in India.
- Explain push and pull factors.
- Rapid urbanisation creates uneven development in with the creation of informal settlements.
- Explain whether they think development has been good for China and India
- Reading a choropleth map
- Comparing GNI and development indicators.

Key Words

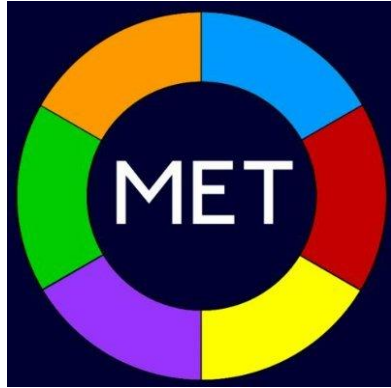
Transnational Corporations (TNCs)	primary
development	secondary
rural urban migration	tertiary
push factors	quaternary
pull factors	informal settlements
industrialisation	megacities
globalisation	development

Geography Sources of work:

- [Human Geography of China](#)
- [Economic Changes in China](#)
- [Development](#)
- [Types of Industry](#)
- [Globalisation](#)
- [TNCs](#)
- [Uneven Development in India](#)
- [The role of transnational corporations in India](#)
- [Advantages and disadvantages of rapid urbanisation](#)

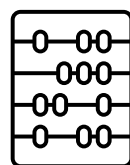
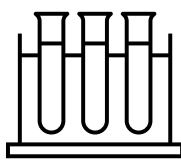
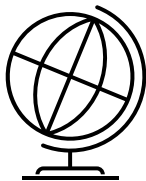
Geography Possible Tasks:

- Write out definitions of the key words in the summary of learning.
- Find an example of a choropleth map of either Asia, China or India, showing wealth or population density. Describe what it is showing – use Pattern, Evidence, Anomaly to structure your answer.
- Make a list of 15 different Transnational Corporations (TNCs) and find out which countries their headquarters are in/where they originate from. What do you notice about these countries and what do they have in common?
- Research to find out more about a megacity in India and write a travel article about what it is like there.
- Make a table with two columns and complete Push and Pull Factors that would make someone want to migrate from the rural to urban areas in India.
- Draw around your hands on paper. In one hand, write the positive benefits of rapid development in China. On the other hand, write out the negative impacts of it.
- Write out an evaluation as to whether you think rapid development is good for countries like China and India overall.



Bristol Metropolitan Academy

German



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German

Summary of Learning:

My town and travel

- Places in your town
- directions / imperatives
- To go
- compass points
- You can and you can't
- near future tense
- Future expressions + infinitives
- Holidays (present and future tenses only)
- Countries with cultural input in German speaking countries
- Transport, accommodation, activities and weather
- Describe a city

Skills and knowledge:

Listening – use of teacher and student TL. Textbook/other exercises.
Through use of Microsoft forms set additional listenings as homework.

Oracy – Student use of TL phrases using chatty mats etc... plus basic conversation with teacher/students. Opportunities for spontaneous speech.

Reading – Textbook/worksheets/ other exercises.

Writing and translation – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.

Reasoning – Student using key concepts with new topics and able to apply previous knowledge to new contexts.

Key grammar:

- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of French and Spanish cities.

For vocabulary and grammar refer to knowledge organiser

German Sources of work:

- <https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/>

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners, German.

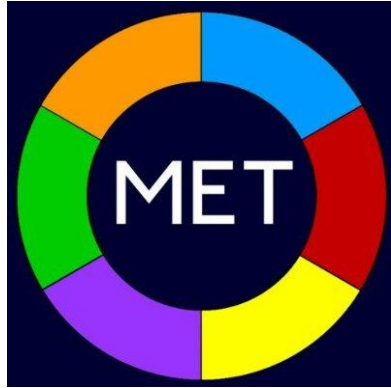
- <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>
KS3 German

- <https://www.memrise.com/>

Vocabulary KS3 German.

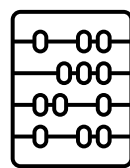
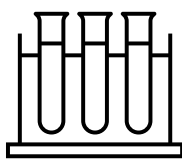
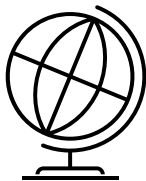
- <https://es.duolingo.com/>

- <https://www.youtube.com/@EasyGerman>



Bristol Metropolitan Academy

History



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History

Summary of Learning:

What was the impact of Transatlantic Slave Trade at the time?

- Introduction to Slavery
- Akan society before transatlantic slavery
- How was Africa linked to Europe
- What was the Transatlantic slave trade
- Human impact
- Life on a plantation
- Resistance to slavery
- Underground Railroad
- Impact of slavery on Bristol
- Abolition

Skills and knowledge:

Keywords:

Legislation/ racism/ slavery/ trade/ empire/ colonies/
auction/ plantation/ resistance. Revolt/ emancipation/ abolition

We need to talk about the British Empire?

- Introduction to the British Empire
- Why did Britain want an Empire
- Colonisation of India
- The impact of British colonisation of India
- How did Britain colonise Australia
- The impact of British colonisation of Australia
- How did the British gain control of Hong Kong
- The impact of British colonisation of Australia

Skills and knowledge:

- Causation
- Significance
- Similarities
- Differences

Keywords:

Aboriginals/ British Raj/ Colonies/ Commonwealth/ Empire/
Mutiny/ Native/ Opium/ Racism/ Partition/ Sepoy/ Partition

History Sources of work:

Bristol's involvement in the Transatlantic Slave trade from Bristol's Museum collections:

<https://collections.bristolmuseums.org.uk/stories/transatlantic-traffic-enslaved-africans/>

<https://education.nationalgeographic.org/resource/undergroundrailroad/> - A detailed map of the Underground Railroad routes in the United States.

<https://www.bbc.co.uk/bitesize/articles/zpjb3j6#zk9k8hv> – This link gives an overview of the history of the British Empire, including videos, activities and quizzes.

British Empire Facts! -

<https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/>

<https://www.thenational.academy/teachers/programmes/history-secondary-ks3-l/units/what-did-british-colonialism-look-like-in-the-nineteenth-century-adf7/lessons> - A series of lessons on British colonialism in the nineteenth century.

[Why did Britain want an empire? | Schoolshistory.org.uk](http://Schoolshistory.org.uk) – Why did Britain want an Empire?

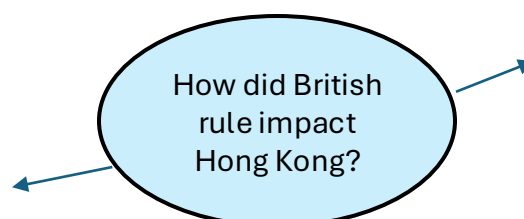
History

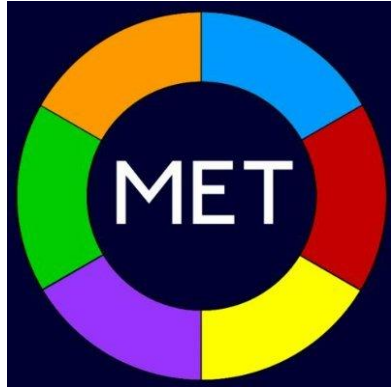
Possible Tasks:

1. <https://www.bbc.co.uk/bitesize/articles/z6cptrd#z7rh6g8>. Read through the information on different types of resistance throughout the transatlantic slave trade and categorise them into Active and Passive resistance. *For example: working slowly would be passive and setting fire to plantations would be active.*

Active Resistance	Passive Resistance

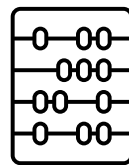
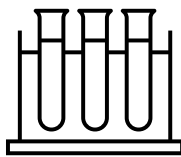
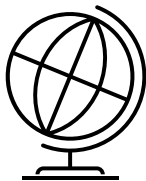
2. Watch the video and read through the information about **Harriet Tubman**. <https://www.bbc.co.uk/teach/class-clips-video/articles/zbh8mfr>. Create a presentation or poster about her history, actions and legacy.
3. Use the British Empire overview activity to move around the globe and learn about different colonies within the British Empire:
<https://www.bbc.co.uk/bitesize/articles/zpju3j6#z3yt3qt>
4. Create an account on Seneca and work through the ‘What was the British Empire?’ assignment:
<https://senecalearning.com/en-GB/revision-notes/ks3/history/national-curriculum/5-1-1-the-british-empire>
5. Deep dive into British Colonialism in India and the East India Company.
<https://www.bbc.co.uk/bitesize/articles/zx8sf82#zj4hn9q>. Make notes on the following: How did the East India Company take control of India? How did the East India company change the lives of Indians?
6. https://www.youtube.com/watch?v=StW7oGSR_Mg - Watch this video on British rule in Hong Kong and complete the mindmap below:





Bristol Metropolitan Academy

RS



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Summary of Learning: Yr8 – Religious Studies - Spring

Term 3 – Christianity in the UK

For interactive home learning please join the KS3 Religious Studies Seneca class by signing up to the Seneca website and joining the class using the following code:

Seneca code: r61btn26ln

Supportive links:

- <https://www.bbc.co.uk/bitesize/articles/zk4fxyc>
- <https://www.bbc.co.uk/bitesize/topics/zds4d2p/articles/z44fxyc>
- <https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/3>
- <https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/4>

Term 3 – Christianity in the UK Scheme of learning

1. How are Christians welcomed into the Church?

1. Infant baptism/ Adult baptism and why baptism is important
2. To know the story of Jesus baptism in the gospel and how Christians take their model from Christ's behaviour
3. different baptismal practices

2. Why do some Christians share bread & wine?

1. focus of the altar to examine the practice of Eucharist/ Mass/ Holy Communion
2. To know the story of the Last Supper as the reference point for this praxis
3. To be aware of differing denominational attitudes to this practice

3. How might Christians worship God?

1. various types of worship so students understand what is meant by liturgical/ informal/ individual/ charismatic worship
2. Can show how church interiors may vary dependent on worship types
3. Could reference Toronto Blessing with padded pews

4. Prayer: How might Christians talk to God?

1. acronym **ACTS** as: adoration/ confession/ thanksgiving/ supplication, and examples of what these are (or PACT Praise, Ask, Confession, Thanks)
2. Knowledge of the Lord's Prayer as given by Jesus in Matthew 6:9-13

5. Christian Festivals:

1. Recap the birth of Jesus
2. Overview of Christmas
3. Liturgical, informal and secular celebrations

Summary of Learning: Yr8 – Religious Studies - Spring

Term 4 – Islamic practices

For interactive home learning please join the KS3 Religious Studies Seneca class by signing up to the Seneca website and joining the class using the following code:

Seneca code: r61btn26ln

Supportive links:

- <https://www.bbc.co.uk/bitesize/articles/zrxxgwx>
- <https://www.bbc.co.uk/bitesize/guides/zhnhsrd/revision/1>
- <https://www.bbc.co.uk/bitesize/topics/z8dcxg8/watch/zx9p9ty>

Term 4 – Islamic practices

Scheme of learning

Shahadah (faith)

- Introduction to the 5 pillars
- Declaration of faith: Understanding the concept that Islam is a monotheistic religion – there is only God, Allah and Prophet Muhammad (pbuh) is His messenger

Salah (prayer)

- Features of salah – times of the day, direction towards Mecca, prayers from the Qur'an, prayer mat, prayer beads (tasbeeh)
- What is wudu? And Concept of du'a (supplication)
- Link to getting to heaven – salah is the first question to be asked

Summary of Learning: Yr8 – Religious Studies - Spring

Term 4 – Islamic practices Scheme of learning

Features of a mosque

- Awareness of Mecca (Kabah) and Medina (green dome)
- Mihrab, Minaret, dome, Emphasis on Mecca & Medina

Sawm (fasting)

- Concept of gratitude & self-discipline
- How do Muslims aim to be better people? - Praying, going to the mosque, giving to charity, spending time with family
- Month of Ramadan – Ninth month of the Islamic calendar, links to revelation and the Qur'an being revealed – The Night of Power (recap from 7.4.)

Zakat (almsgiving)

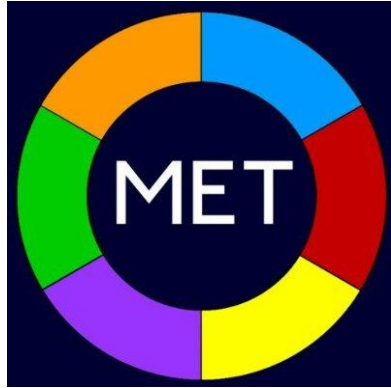
- Issues around poverty
- Idea that zakat is given to relatives in need and charity organisations
- Ways zakat helps those in need - shelter, food, building wells, supporting Islamic education

Hajj (pilgrimage)

- Importance of hajj
- Stages of Hajj: Ihram, Walking and Running Between Al-Safa and Al-Marwa, Spending the Night in Mina, Arafah Day, Spending the Night in Muzdalifah. [Optional – heaven and hell](#)

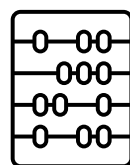
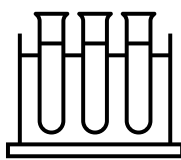
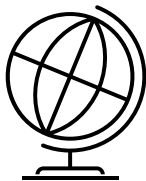
Keywords:

Islam, Tawhid, Ummah, Prophet, Sunnah



Bristol Metropolitan Academy

Computing



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Computing

Summary of Learning:

Algorithms and computational thinking:

- Interpreting algorithms and their outputs
- Using flowcharts to represent an algorithm
- Drawing a flowchart to solve a problem

Keywords:

Algorithm / variable / data type / flowchart / input / output / trace tables

HTML and Web design:

- Designing a webpage to convey information to a reader
- Using HTML to build the structure of a webpage
- Including appropriate images and formatting to make the webpage eye-catching and informative

Keywords:

HTML / CSS / tags / formatting / unordered lists / alignment / hyperlinks / embedded videos

Computing Sources of work:

Computational thinking:

- BBC Bitesize:
 - [Designing an algorithm](#)
 - [Pseudocode](#)
 - [Flowcharts](#)
- Oak Academy:
 - [Flowcharts full lesson](#) - a full lesson covering how to create a flowchart to solve a problem.



[Oak Academy full lesson series](#)

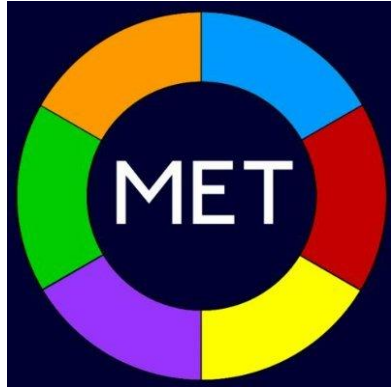
This series of lessons from Oak Academy covers:

- Constructing and modifying HTML tags
- Adding images to a webpage
- Using CSS to format your document

[W3schools](#) – This in-depth series on HTML gives examples of every type of HTML tag. It can be used by students as a reference guide while creating their HTML webpage.

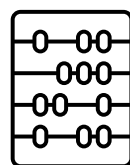
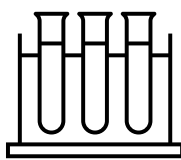
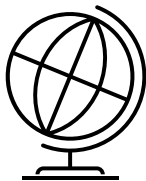
Computing Possible Tasks:

1. Create a flowchart for each of these tasks:
 - Converting from Celsius to Fahrenheit (multiply by 1.8 (or 9/5) and add 32)
 - Finding the largest of three numbers
 - A number guessing game where the user sets the highest number and gets three tries to guess the computer randomly generated number
 - Rock, scissors, paper game
2. Complete the flowchart tasks on this webpage: <https://www.gcsecs.com/flowcharts.html>
3. Read the following pages about pseudocode and complete the challenges / self-test tasks: <https://www.gcsecs.com/pseudocode1.html>
<https://www.gcsecs.com/pseudocode2.html>
4. Using the [W3schools online HTML editor](#), create a webpage about your favourite hobby. The webpage should include:
 - A header, e.g. "Five-a-side Football", using the `<h1></h1>` tag
 - Several paragraphs of text, separated using `<p></p>` tags
 - Formatting such as bold, underline, italics, and bullet points (unordered lists)
 - Images which are aligned correctly
 - A background colour or image
 - A hyperlink to another website or webpage
 - **Challenge:** Try [embedding a video](#) on your webpage.



Bristol Metropolitan Academy

Spanish



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Spanish

Summary of Learning:

My town and travel

- Places in your town
- directions / imperatives
- To go
- compass points
- You can and you can't
- near future tense
- Future expressions + infinitives
- Holidays (present and future tenses only)
- Countries with cultural input on Hispanic countries
- Transport, accommodation, activities and weather
- Describe a city

Skills and knowledge:

Listening – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additional listenings as homework.

Oracy – Student use of TL phrases using chatty mats etc... plus basic conversation with teacher/students. Opportunities for spontaneous speech.

Reading – Textbook/worksheets/ other exercises.

Writing and translation– Key spellings, checking for accuracy. Adjusting to accents and different punctuation.

Reasoning – Student using key concepts with new topics and able to apply previous knowledge to new contexts.

Key grammar:

- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of French and Spanish cities.

For vocabulary and grammar refer to knowledge organiser

Spanish Sources of work:

- <https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/>

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners, Spanish.

- <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>
KS3 Spanish

- <https://www.memrise.com/>

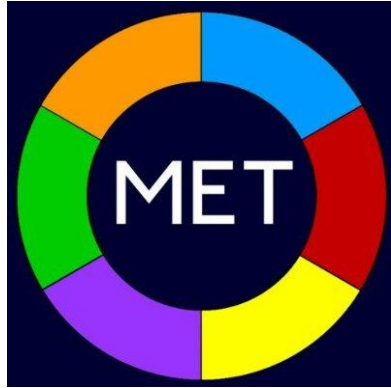
Vocabulary KS3 Spanish.

- <https://es.duolingo.com/>

- <https://www.youtube.com/@EasySpanish>

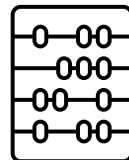
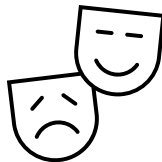
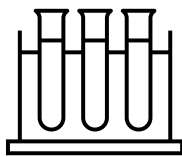
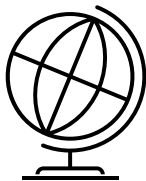
Spanish Possible Tasks:

- Describe your town, neighbourhood and house.
- Give your opinion about your city, region and house and justify them.
- Advantages and disadvantages about where you live
- Say where you normally go on holiday and details (transport, accommodation, who you go with, what you do there, and your opinions).
- Say where you will go on your next holiday
- Conjugate near future (Example: I am going to go = voy a ir)
- List as many countries as you can in Spanish
- Describe your ideal holiday (mention: transport, accommodation, who you go with, what you do there, and your opinions).
- Describe a city from a Spanish speaking country in present tense



Bristol Metropolitan Academy

DT



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DT

Summary of Learning:

Skills:

- Product analysis
- Designing for a client
- Designing a product
- Annotating
- Modelling
- Measuring and marking out
- Soldering & building a circuit
- Manufacturing
- Computer aided design/Computer aided manufacture
- Finishing (surface decoration)
- Evaluating

Knowledge:

- Health and safety in a workshop
- How to draw and render in 3D (isometric)
- How to develop designs based on modelling and feedback
- Impact of plastic-based products on the environment
- Use of tools, machinery and equipment
- Use of computer aided design software
- Electronics

Keywords:

Analyse / Safety / Hazard / Client / Design / Annotation / Environment / Function / Material / Appearance / Manufacturing / CAD/CAM / Finish / Equipment / Feedback / Evaluate / Electronics / Circuit / Soldering / Acrylic

Overview of lessons:

In Year 8 Design & Technology, the student focus is on plastic and electronics, designing and creating a colour-changing nightlight. Students will be able to understand the importance of health and safety when manufacturing a product with a variety of tools and equipment. Students build on their drawing and rendering skills through design and learn how their ideas can be developed after collecting feedback from others. Students learn how to model and test their ideas and develop them based on feedback. Students gain an understanding of electronic processes and create the circuit to go inside their nightlights. Once the product has been completed, students evaluate their success through an oral presentation to the rest of the class.

DT

Sources of work:

Health & Safety -

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zq89qyc>

Product Analysis -

<https://www.bbc.co.uk/bitesize/topics/ztcjrjfr/articles/ztmcqyc>

Materials -

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zmgrdnb#zt49qyc>

Designing -

<https://www.bbc.co.uk/bitesize/topics/ztcjrjfr/articles/zy7rjfr>

Tools & Processes -

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zjjh3qt>

Electronics -

<https://www.bbc.co.uk/bitesize/topics/zp947v4/articles/zjky9ty#z7d38p3>

CAD -

<https://www.bbc.co.uk/bitesize/topics/ztcjrjfr/articles/zw8y9ty>

CAM -

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zks7nk7>

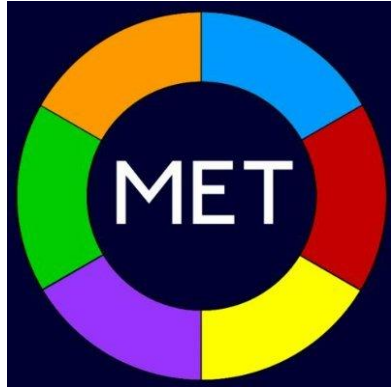
Evaluating -

<https://technologystudent.com/designpro/eval1.htm>

DT

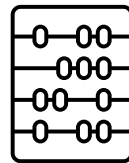
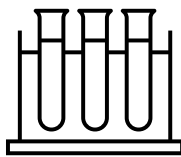
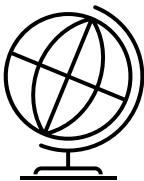
Possible Tasks:

1. Write an article aimed at teenagers about a piece of technology you could not live without. The article should be at least 200 words and include some images/sketches that make the article stand out.
2. Create a presentation highlighting what the 6 R's of sustainability are in Design & Technology. Explain why the 6 R's are important when designing a product and how they can help reduce the impact on the environment.
3. Design a humane mouse trap. Sketch out your idea and add annotations around the design to explain it. How will the trap be activated? What materials will be used? How will it protect the mouse from harm?
4. Create a comic strip that highlights how to use a tool or machine that is regularly used in D&T workshops. Remember to consider health and safety and label any equipment!
5. Design a piece of furniture that could aid the comfort of the user as they get older. Sketch out your idea and add annotations to explain the idea. If you have any spare cardboard at home, try and build a model of your design!
6. Create a research leaflet on a designer of your choice. Include background information on them as a person and how they came to be a designer. What are they most well-known for? Why do you think they've been successful?



Bristol Metropolitan Academy

Food



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Food Summary of Learning:

Year 8 students will be studying:

Skills:

- Working safety
- Safe knife skills- Claw & Bridge technique
- Cutting skills- different cuts
- How to prevent Cross Contamination
- Operating ovens
- Weighing and measuring ingredients
- Pastry making
- Making methods- rubbing in method

Knowledge:

Health and Safety knowledge in kitchen and why it is important

- Understanding the five main nutrients needed by the body
- Food sources of nutrients
- Function of nutrients
- What is a balanced diet
- Where items are kept within the kitchen
- To understand what a balanced diet is
- Vitamins knowledge

Keywords:

Carbohydrates, Protein, Fat, Vitamins, Minerals, source, function Cross Contamination, Hazard, Hygiene,

Overview of Lesson: In year 8 students will be taught how to work safely within the DT Kitchen recapping on skills learnt in year 7. Students will learn how to prevent Cross contamination and how to prepare and store food safely. Students will prepare and cook a range of dishes including Chilli Con Carni, Breads from around the world, Jamaican Patties, Pineapple Upside down cake, Sugar investigation and will finish their rotation of Food and Nutrition with an Oracy Evaluation lesson.



Food Sources of work:

• <https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/7>

• <https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/4>

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

• <https://www.youtube.com/watch?v=flxmB8NKMzE>

• <https://www.bbc.co.uk/teach/class-clips-video/articles/zftkjhv>

• <https://www.youtube.com/watch?v=zmnIY9Cdtvs>

• <https://www.youtube.com/watch?v=W9J46vEGm7c>

• <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

• <https://www.bbc.co.uk/bitesize/articles/zs9gsk7>

• <https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition/1-1-2-knife-skills>

• <https://www.highspeedtraining.co.uk/hub/chopping-board-colours-food-safety/>

Food Possible Tasks:

Task 1: Produce an information sheet or Poster on the Five main nutrients. Try to include the nutrient, Food sources (what foods we get them from) and their function (Their job).

Task 2: Design a knife safety poster for the kitchen explaining the two correct ways of holding the knife when chopping food. Make sure your poster is eye catching and well-illustrated.

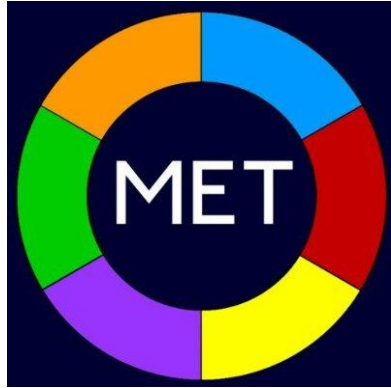
Task 3: Create a flow diagram, flow chart or comic strip to explain a new process you have learnt in your food practical lessons. Use colour in your illustrations.

Task 4: For one of the products you have made in school, suggest five ways it can be modified to make it healthier, considering the five nutrients.

Task 5: Produce a newspaper article on one of the following issues:

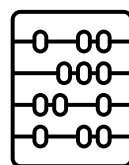
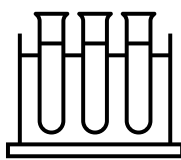
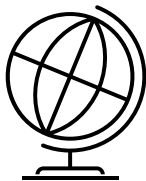
- The importance of buying locally and reducing food miles
- Organic vs Non-Organic products
- Animal welfare within the food industry.

Task 6: Research a food company and produce a leaflet about them. (Examples – Warburtons, Walkers, Cadburys). Your leaflet must include interesting facts, information about the company and your thoughts about their products. (You may have to taste them before writing about them).



Bristol Metropolitan Academy

Textiles



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Textiles

Summary of Learning:

Skills:

- Setting up and **using a sewing machine** safely
- Exploring a range of **decorative techniques** including printing, dyeing and use of recycled materials
- Self and peer assessment using **written and oracy skills**
- **Measuring, marking and pattern cutting** fabric
- Use of a sewing machine for decorative stitches
- **Construction** of a 3D bag using straight stitch on a swing machine
- **Inserting zip**
- **Evaluation and reflection** of samples to inform design.

Knowledge:

- Health and safety of the Textiles classroom
- Basic pattern cutting and construction techniques
- Introduction to the range of functions of a sewing machine
- A variety of decorative techniques including use of recycled materials
- Understanding different fastenings.
- Importance of quality control

Keywords:

Measure, accuracy, bag, construction, decorative, techniques, fabric, rubbings, spray dye, sewing machine, colour, quality, thread, free machine embroidery, texture, pattern

Overview of lessons:

In year 8 textiles, students make a zipped bag. Pupils are introduced to the design brief and work through making a number of decorative samples to inform the design of their bag. By using accurate measuring and marking skills they cut out their fabric. Pupils then use the decorative techniques of their choice and construct the bag using basic sewing skills to insert a zip.

Textiles

Sources of work:

- [Health and Safety](#)
- How to thread a sewing machine [click this link](#)
- How to thread a bobbin [click the link](#)
- a plain seam [click the link](#)
- Pins, tailors chalk and seam allowance, reverse stitch [click the link](#)
- [Using a sewing machine for decorative stitching](#)



Textiles

Possible Tasks:

Question it!

Produce a quiz of what you have learnt during your Textiles lessons to ask the class. Make sure you have the correct answers to go with your quiz.

Create it!

Create a leaflet showing all the different pieces of equipment used in the textiles room.

Design it!

Design a new logo for Bristol Metropolitan Academy. It must fit on your blazer pocket. Colour and annotate your design









Research it!

Research what the 6Rs are and produce a paragraph. Redesign a piece of clothing from home to take on board at least 2x of the 6Rs.

Analyse it!

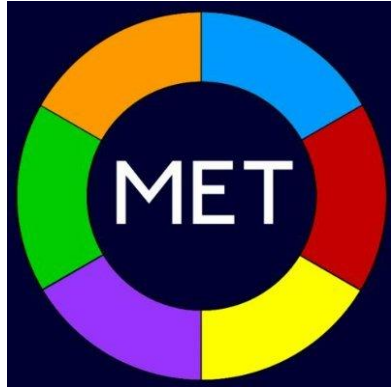
Research how to carry out a product analysis. Choose one textiles product within your home and carry out a product analysis using 'ACCESS FM'.

ACCESS FM

Appearance - What do you like or dislike about the way it looks?	
Construction - How it was made? What machines/tools were used?	
Customer - Who would use the product and why?	
Environment - How is it environmentally friendly?	
Size - How is it a good size?	
Safety - How has it been made safe to use?	
Function - How does it work properly?	
Material - Have suitable materials been used?	

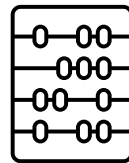
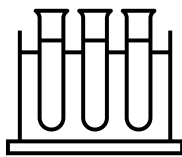
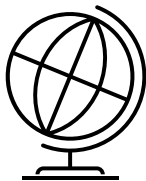
Adapt it!

Draw an item of clothing you own complete with the care label – describe the type of material used. Now re-design the same product to make it more appealing. Explain any changes made.



Bristol Metropolitan Academy

Drama



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Summary of Learning: Yr8 – Drama - Spring

What is Romeo & Juliet about?

<https://www.youtube.com/watch?v=dRrvQ1vZxcg>

<https://www.youtube.com/watch?v=3G5P2iYC6pk>

Who is William Shakespeare?

<https://www.youtube.com/watch?v=ocrgDc6W7Es>

Keywords

Playwright

- *Performer*
- *Understudy*
- *Director*
- *Stage Manager*
- *Theatre Manager*
- *Sound designer*

Why is Shakespeare important?

Exposure to Shakespearean texts or scenes.

Exposure to Shakespearean language.

Understanding of contemporary theatre roles with an historical context.

- To gain an understanding of English cultural heritage
- To allow students to access challenging material and the rewards that it can bring.
- To raise students' expectations and aspirations by exposing them to outstanding writing.

Study of scenes and extracts either from one play or a number of Shakespeare plays to familiarise students with **language, plot, themes, atmosphere and characters** from the plays.

Rehearsal period to prepare one of the previously studied scenes for performance.

Sources of Work: Yr8 – Drama- Spring

How to act Shakespeare effectively

<https://www.youtube.com/watch?v=eW-6LtlHcOg>

<https://www.youtube.com/watch?v=D5hXej7BRlE>

Bazz Lurhmann's Romeo and Juliet

(This is the version we watch in class to study and perform)

https://www.youtube.com/watch?v=_jVYMQatNCk&list=PLeHMsvB2yQLCltipZizJDLzts7y44iBv4

Everything you need to know about Romeo and Juliet

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

Why are these theatre roles important in drama?

https://www.youtube.com/watch?v=LM8Mfv-QFzY&list=PLUNE41bv4yRMPEK_Eg0ggDcpYeEakKbw7c

Keywords in theatre

- *Performer*
- *Understudy*
- *Director*
- *Stage Manager*
- *Theatre Manager*
- *Sound designer*
- *Lighting designer*
- *Costume designer*

Research each of these theatre roles.

What does their role entail?

Why is their role important within the theatre?

What qualities do they need to have for this role?

Possible Tasks:

Yr8 – Drama - Spring

1. TYBALT (angry)

It fits, when such a villain is a guest:

I'll not endure him.

I will not tolerate our enemy Romeo being at this party. He was not invited.

2. CAPULET (becomes threatening and angry with Tybalt)

(shouting) He shall be endured:

Am I the master here, or you? Go to!

You'll not endure him! God shall mend my soul!

You'll make a mutiny among my guests!

You'll be the man!

He WILL be tolerated! Who is in charge of this party? You or I? You won't endure him eh? Then watch what I do to you! You want to embarrass me in front of my guests? You will tolerate him and be the grown up for once!

3. TYBALT (becoming scared)

Why, uncle, 'tis a shame....

But Uncle... he should not be here!

4. CAPULET (physical again)

(shouting) Go to? You must contrary me!

Be quiet, or more light, light! For shame!

I'll make you quiet.

Capulet slaps Tybalt across face. Capulet exits.

Get out of my sight! Go! Don't you dare disobey me! Be quiet or I will make you quiet!

5. TYBALT (holding his face embarrassed and angry. He speaks angrily of Romeo)

I will withdraw but this intrusion shall

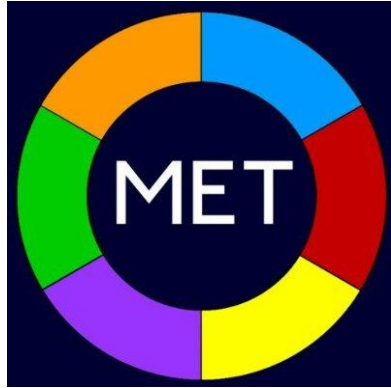
Now seeming sweet convert to bitter gall.

Fine... I won't do anything to Romeo tonight. But as he has gate crashed this party uninvited... I will get my sweet revenge later.

After watching Baz Luhrmann's Romeo & Juliet

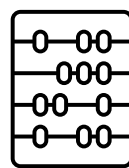
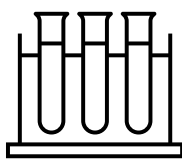
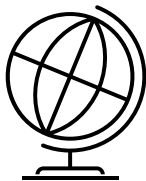
Produce 1 x A4 side of work

1. Perform this extract using the translations then challenge yourself and perform with a peer / member of family using Shakespeare language
2. Design a costume for Tybalt and Capulet at the party
3. Describe the physical and vocal skills used for each line (add annotations)
4. Design a setting for the Capulet mansion (where the party takes place)
5. Describe the relationship between Tybalt and Capulet
6. Describe how the roles of Capulet & Tybalt contribute to the deaths of Romeo and Juliet



Bristol Metropolitan Academy

Music



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Music

Summary of Learning:

What makes a 'Great' Composer?

Arranging Music

- Types of chords and their function
- Chord numbers and Tonality
- Texture
 - Monophonic
 - Homophonic
 - Polyphonic

Staff Notation

- Bass clef reading
- Common intervals
- Tones and semitones

Practical learning

- Instrumental performance of famous works
- Arrangement of Pachelbel's Canon

Historical and Global Context

- Perceptions of 'Greatness'
- Awareness of historical context and 'fair' representation
- Our ability to reframe 'Greatness' for ourselves considering underrepresented communities

Music Sources of work:

Arranging Music

<https://teachinggadget.com/home/keyboard/piano-chords-quiz-level-1/>

<https://teachinggadget.com/20-questions/20-questions-piano-chords-l2/>

Notation Reading

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

<https://teachinggadget.com/instruments/general-musicianship/pitch-general-musicianship/bass-clef-2/>

<https://teachinggadget.com/20-questions/20-questions-diatonic-intervals-1-5/>

<https://teachinggadget.com/instruments/general-musicianship/pitch-general-musicianship/bass-clef-2/>

Texture

<https://teachinggadget.com/instruments/general-musicianship/games-general-musicianship/texture-listening-quiz-level-1/>

Music Possible Tasks:

Bristol Met has a whole school account for and online music service, accessed via:

www.teachinggadget.com

This is used for homework tasks but is extensive and can also support classroom learning.

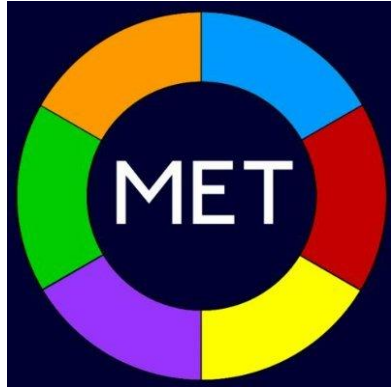
Students must Login to this site using the credentials:

Username: BristolMetropolitanAcademy

Password: music

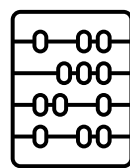
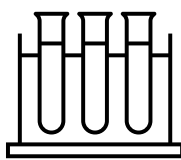
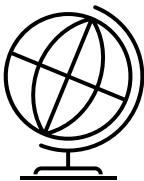
NOTE – Spaces and capital letters must be as above.

Students can use the suggested links on the previous page or choose any activity of their chose to study music at home.



Bristol Metropolitan Academy

PE



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PE

Summary of Learning:

BOYS PE

Sports for the term:

- Gymnastics
- Football
- OAA (Outdoor Adventurous Activities)
- Health and Wellbeing

Skills and Knowledge:

- Gymnastics: Rolls, balance, travel, shapes, equipment
- Football: passing, possession, defending, attacking, rules
- OAA: teamwork, problem solving, communication, orienteering
- Health and Wellbeing: methods of training, fitness testing

Keywords:

- Gymnastics: body tension, stillness, extension, performance, routine, timing
- Football: passing, finishing, defending, attacking
- OAA: listening, communication, teamwork, confidence
- Health and Wellbeing: procedure, aerobic endurance, muscular endurance, strength

GIRLS PE

Sports for the term:

- Gymnastics
- Football
- Fitness
- Badminton

Skills and Knowledge:

- Gymnastics: Sequences, transitions and routines
- Football: Tactical game play and rules
- Fitness: Fitness testing and how to improve fitness
- Badminton: Positioning of player and shuttle

Keywords:

- Gymnastics: Timing, mirroring, unison, cannon
- Football: Formation, attacker, defender, foul
- Fitness: Normative data, vertical jump, coordination
- Badminton: Pan handle grip, V grip, drop shot, net shot, clear shot, smash

PE Sources of work:

BOYS PE

Gymnastics:

Olympic floor final:

<https://www.bbc.co.uk/iplayer/episode/p0jd3mqq/olympics-day-10-gymnastics-womens-floor-final>

Yoga for Flexibility: <https://www.youtube.com/watch?v=AB3Y-4a3ZrU>

Football:

Skills and techniques:

<https://www.bbc.co.uk/bitesize/guides/zgqw7hv/revision/1>

Rules and Regulations Football:

<https://www.bbc.co.uk/bitesize/topics/zg3bv4j>

England euro's highlights: <https://www.youtube.com/watch?v=qOU2xzJiXNU>

OAA:

Lessons 4-6:

<https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/outdoor-and-adventurous-activity-following-instructions-and-problem-solving-skill/lessons>

Health and Wellbeing:

Effects of exercise:

<https://www.bbc.co.uk/bitesize/guides/zcn6sg8/revision/1>

Joe Wicks: <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

Fitness:

Fitness testing- <https://www.bbc.co.uk/bitesize/guides/zckcdmn/revision/3>

Joe Wicks- <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

Football:

Rules and Regulations Football -

<https://www.bbc.co.uk/bitesize/topics/zg3bv4j>

Lionesses full game: https://www.youtube.com/watch?v=uMNeb0_uAfg

Gymnastics:

Olympic floor final- <https://www.bbc.co.uk/iplayer/episode/p0jd3mqq/olympics-day-10-gymnastics-womens-floor-final>

Yoga for Flexibility- <https://www.youtube.com/watch?v=AB3Y-4a3ZrU>

Badminton:

Rules and Regulations Badminton-

<https://www.bbc.co.uk/bitesize/topics/zpth6fr>

Womens Final, Paris 2024- <https://www.youtube.com/watch?v=4IZXpWI2XZc>

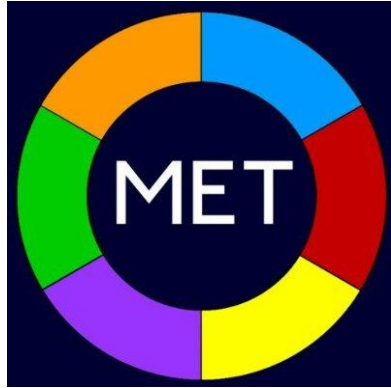
<https://www.youtube.com/watch?v=sWVPnyyLnFw>

PE

Possible Tasks:

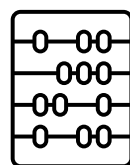
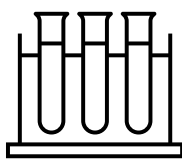
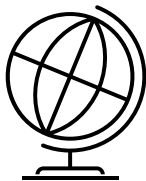
All tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- Create a knowledge organiser about rules & regulations. A knowledge organiser is a single page document that describes the major facts of a subject / topic.
- Create a fact file about techniques & tactics. Choose 2 skills and describe the techniques involved as well as 2 tactics to outwit an opponent.
- Perform and practice techniques using Youtube for basic drills, skills and idea.
- Create a suitable 10-minute warm up. This could contain a pulse raiser, stretching and a skill rehearsal section.
- Using YouTube, find a fitness video and follow it to improve your fitness.
- Find a video of your current sport on YouTube and analyse performance of participants. Can you describe 3 strengths / weaknesses of 2 varying positions.



Bristol Metropolitan Academy

Art



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Art

Summary of Learning:

Unit Title: Year 8: Creatures and Characters: Creating creatures and characters with personality.

Knowledge and Skills

WHY are children Learning this?

- 1: Students will be taught to use a range of art techniques to record their observations as a basis for exploring their ideas.
- 2: Students will develop knowledge, understanding and responses to the work of Nicola L Robinson and Redmer Hoektra, Designers and Crafts people. Students will learn how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work, through discussion and written word.
- 3: Students will develop knowledge, skills and understanding by applying the Formal Elements of: Line, Shape, Tone, Colour, Pattern, Texture, Space and Form. Students will be taught to use a range of techniques and media, including watercolour painting, clay sculpture and increasing their ability in the handling of different materials.
- 4: Students will create a range of creatures and characters, exploring their own ideas. They will learn to draw, design, experiment, review, and evaluate in order to support the creative process, taking risks and safely failing, as well as being successful.

Keywords

Creature, character, concept art, illustration, typography, collage, Expression, proportion, shape, form, structure, line, texture, tone, pattern, colour (hue, tint, shade, primary, secondary, tertiary, contrasting, complementary, warm/cool), composition, abstract, still life, positive & negative shape, foreground, middle ground,

Art Sources of work:

Nicola L Robinson's Website

<https://nlrobinson.co.uk/>

Narrated video of Nicola L Robinson's children's book the Monster Machine

https://www.youtube.com/watch?v=gABW_HUzzhW

Pixar website about Monster's Inc characters

<https://www.pixar.com/monsters-inc>

How to draw Mike- from Monsters Inc:

<https://www.youtube.com/watch?v=28JHbFQVB7E>

Redmer Hoekstra's Website

<https://www.redmerhoekstra.nl/>

Redmer Hoektra's Interview

<https://www.youtube.com/watch?v=oFWMG11eyPA>

Redmer Hoektra tutorial with Mrs Thoms

<https://www.youtube.com/watch?v=70MWUTJCmPQ>

CREATURES AND CHARACTERS

Creating a Monstrous Collage

Learning Objectives

1. To understand how to use textured paper to create a collage
2. To understand the importance of being precise and careful when selecting collage pieces



Success Criteria

1. I have created a collage that uses many different pieces of paper. I have been creative with the colour palette and texture of paper as the dragon's body and features to make it look like a dragon and not a lizard.
2. I have created a collage by cutting paper, sticking, coloring a collage piece and organizing the paper in the direction of fur.
3. I have created a collage by cutting paper and stick it together in the subtle position.
4. I have made a collage collage by using paper and stick it together in the subtle position.

Demonstration...

Task

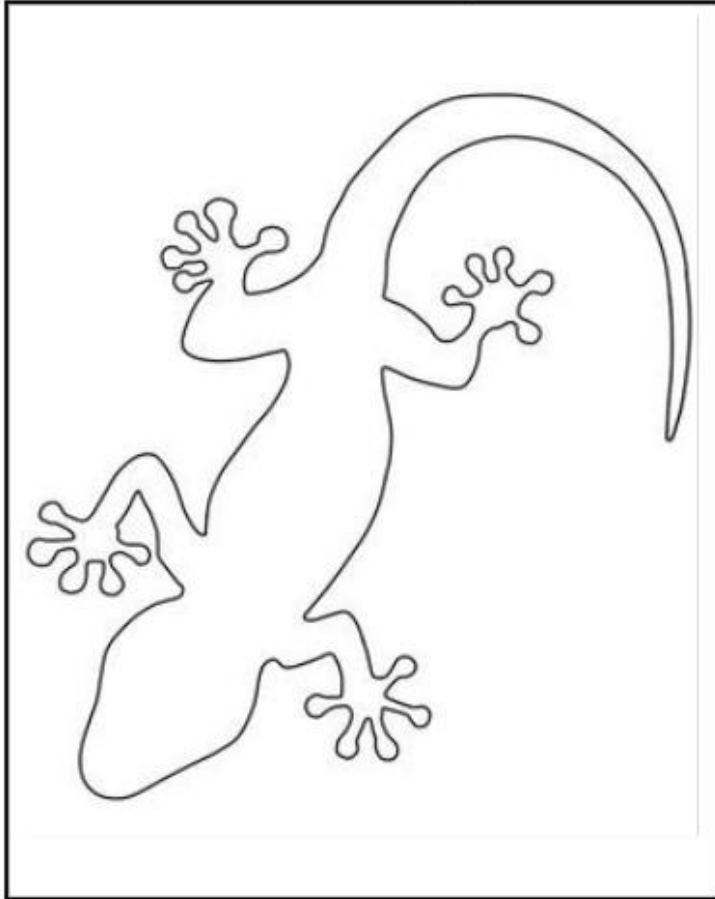
1. Use lots of different textured paper, things like old books, newspapers, wrapping paper, snack wrappers etc.
2. You can outline this collage neatly on paper, adding in extra features such as eyes and teeth.



1. Gather some of your art supplies and see what you have to hand in your class.

2. Use pieces of textured paper to create a dragon.

CHALLENGE
Think about how to use your paper to create the look of fur, wings or scales. How can you use your paper to create a dragon's body and tail? Can you make it look like a dragon?



Complete the other half of this bear in pen.

Use directional lines & mark making



Art Possible Tasks:

CREATURES & CHARACTERS

Make your own creature or characters out of recyclables. This can be a 2D or 3D outcome, sculpture or collage...

Materials you can choose from:

- Plastic bottles
- Cardboard
- Modelling clay
- Plasticine
- Old materials/fabrics
- You can choose anything and mix the materials together if you wish to.



Success Criteria:

- Use at least one recyclable material
- Head or whole body?
- Remember important features... eye/s, mouth/s etc
- Try to mix materials
- Use light and dark colour
- Use your imagination

Art Possible Tasks:

Complete the other half of this bear in pen.

Use directional lines & mark making



TASK

Create a bear in a winter sweater.

- Use directional line & mark making to add visual texture.
- Add geometric patterns for the sweater
- What could you add in the background?

