

Beckfoot School

Knowledgeable And Expert Learners

Year

Options Subjects Knowledge Organisers

2023/24

Nov - Dec

2

enjoy learnsucceed

Name:

Tutor group:

The knowledge organisers on the following pages are for your options subjects. You should use these to complete your weekly 'Revise like a Beckfooter' activities alongside the core subject knowledge organisers in your main ILBs

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Key Ideas		Production Processes		Business Operations and Technology		Quality	
Operations	This is the Business function that organizes, produces and delivers the goods and services.	Job Production	<ol style="list-style-type: none">One-off or bespoke productsFocus on customer needs and individual serviceSpecialist skilled workforce increases costsHigh Profit marginsLonger production process	Technology used in business	Computer aided design (CAD) Supply chain management (SCM) Geographical positioning Systems (GPS) Electronic point of Sale (EPOS) 3D Printing E-Commerce (shopping online)	Quality Control	This is seen as one part of the chain of production. A quality controller will examine and/or test products for quality once the product has been made.
Purpose of Business operations	To produce goods To produce services					Quality Assurance	This involves focusing on quality at every stage of the production process. Everyone is involved and everyone is responsible. As a result there should be zero defects.
Production	Using resources (raw materials, finance, skills) to produce goods and services			Batch Production	<ol style="list-style-type: none">Larger volumes of productions than job productionSome flexibility (eg, different flavours)Semi-skilled workforceSome levels of automationProductivity reduced when switching between batches	The impact of technology on operations	Speeds up the production process Keeps businesses in touch with the customers Lower production costs Ensures fewer mistakes and defects Can involve a costly initial investment Requires employees to be trained to use the technology (increase cost)
Production methods	Job Production Batch Production Flow Production	Flow Production	<ol style="list-style-type: none">High volumes of products and low margins (with high productivity) Standardised productionLow skilled workforceHighly automated processSetting up expensive machinery increases costs				
Production Process	The impact of different types of production process: Keep productivity up Keep costs down Allows for competitive prices						
Production and Competitive advantage	Operations is linked to productivity, flexibility, cost and quality If a business can provide custom products and services, this will make their products more desirable						
Productivity	Output per worker. How much does a worker produce over a period of time. Increasing productivity leads to greater competitiveness in the market.						
Economies of Scale	Average unit costs of production fall as the volume of production increases						

Quality Assurance

- Process
- Proactive
- Prevents Mistakes
- Auditing
- Whole team

Quality Control

- Output
- Reactive
- Finds Mistake
- Testing
- Specific Team



Key Ideas		Production Processes		Business Operations and Technology		Quality	
Operations		Job Production		Technology used in business		Quality Control	
Purpose of Business operations						Quality Assurance	
Production				Batch Production	The impact of technology on operations		Benefits of good quality products
Production methods							
Production Process							
Production and Competitive advantage							
Productivity		Flow Production		Factors affecting the use of technology			
Economies of Scale							

Quality Assurance

- Process
- Proactive
- Prevents Mistakes
- Auditing
- Will

Quality Control

- Output
- Reactive
- Finds Mistakes



Managing Stock

Key Idea	Managing stock is about managing the materials that a business holds in the most efficient and effective way.
Stock	<ol style="list-style-type: none"> 1. Stock can be materials waiting to be used in the production process 2. products that are in progress of being made 3. finished stock waiting to be delivered
Just in Time Stock Control (JIT)	This is a stock control management system where stock is delivered only when it is needed by the production system
Just in Case Stock control (JIC)	Just-in-case is a stock control method that involves producing or purchasing stock with excess, or buffer stock in place. This means that there is always stock available for the business if required.
Procurement	Procurement means getting the right supplies from the right suppliers, at the right place, and the right time
Key Idea	Procurement is a vital component of business success, customers expect products to be available when they need them
Factors affecting how/when to reorder	Lead time from supplier Implications of running out of stock Demand for the product

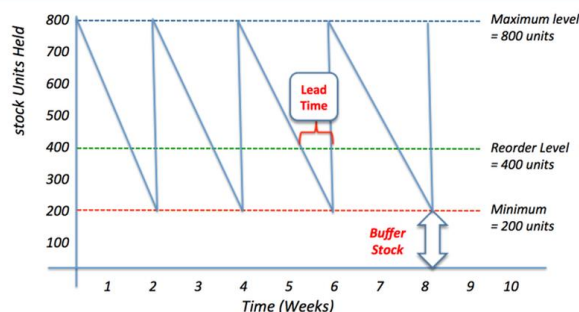
JIT

Advantages	<ol style="list-style-type: none"> 1. Lower stock holding means a reduction in storage space which saves rent and insurance costs 2. As stock is only obtained when it is needed, less working capital is tied up in stock 3. There is less likelihood of stock perishing, becoming obsolete or out of date 4. Avoids the build-up of unsold finished product that can occur with sudden changes in demand 5. Less time is spent on checking and re-working the product of others as the emphasis is on getting the work right first time
Disadvantages	<ol style="list-style-type: none"> 1. It can be hard for businesses to react to unexpected changes in demand, eg a heatwave causing an increase in the demand for ice cream. 2. Businesses are unable to use bulk-buy discounts if they only buy in small quantities. 3. Customers could receive a poor service if the business misjudges the amount of stock it needs and allows products to go out of stock.

JIC

Advantages	<ol style="list-style-type: none"> 1. Increases the level of customer satisfaction 2. Reduce the chance of running out of stock 3. Benefit from bulk-buy discounts
Disadvantages	<ol style="list-style-type: none"> 1. Buffer stock space requires more storage space at more cost to the business 2. Products kept in stock for a long period of time may lose their freshness 3. High amounts of cash tied up in stock 4. Increases the chances of having to sell off stock at a discount

Example of Stock Control Chart



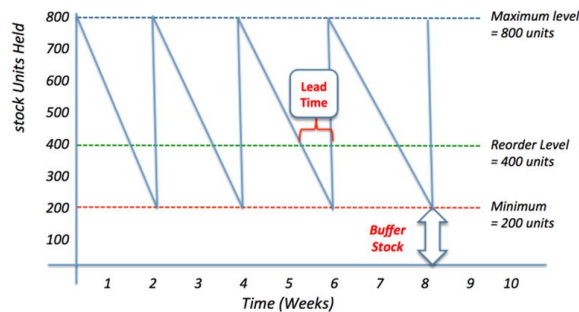
Maximum level	Max level of stock a business can or wants to hold Example chart: 800 units
Re-order level	Acts as a trigger point, so that when stock falls to this level, the next supplier order should be placed Example chart: 400 units
Lead time	Amount of time between placing the order and receiving the stock Example chart: just under a week
Minimum stock level	Minimum amount of product the business would want to hold in stock. Assuming the minimum stock level is more than zero, this is known as buffer stock
Buffer stock	An amount of stock held as a contingency in case of unexpected orders so that such orders can be met and in case of any delays from suppliers

Managing Stock	
Key Idea	
Stock	
Just in Time Stock Control (JIT)	
Just in Case Stock control (JIC)	
Procurement	
Key Idea	
Factors affecting how/when to reorder	

JIT	
Advantages	
Disadvantages	

JIC	
Advantages	
Disadvantages	

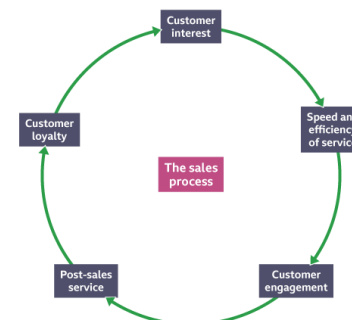
Example of Stock Control Chart



Maximum level	
Re-order level	
Lead time	
Minimum stock level	
Buffer stock	

Suppliers and Procurement	
Supplier	This is who you choose to get your raw materials/products from
Procurement	Procurement means getting the right supplies from the right supplier
Logistics	Logistics means making sure the correct products are procured and that they will arrive when needed.
Key Idea	Both procurement and logistics have impacts on a business' costs, reputation and customer satisfaction.
Costs	Costs can be kept lower if production is quick. Delays can cost a business money and can limit cash flow if products are damaged, lost or unavailable.
Reputation	The quality of the raw materials or services provided by suppliers can have an impact on a business' reputation. For example, if products are regularly delivered late, this can negatively affect the business' reputation because it will affect the business' ability to deliver to its customers on time. If businesses provide high-quality and reliable products, they will have a higher chance of gaining a good reputation.
Customer Satisfaction	Businesses aim to have high customer satisfaction by meeting all of their customers' needs in a simple, quick and effective manner. This is achieved by getting the correct products delivered to the correct places at the correct times. By keeping customer satisfaction high, businesses are more likely to get repeat customers, which will improve sales figures and profits.

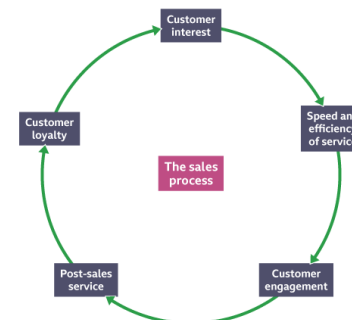
Sales Process	
Key Idea	The process of purchasing a product or service is made up of 5 key stages: customer interest speed and efficiency of service customer engagement post-sales service customer loyalty
Key Idea	These stages all contribute to customer satisfaction. This makes the sales process a valuable part of providing good customer service. It is represented as a cyclical process, as an effective sales process can lead to loyal customers and repeat purchases. However, it is important to remember that while the process usually does follow this cycle, the sequence varies for some products and services.
Sales approaches	Hard approach – This is when sales employees actively seek out customers and advise them about the products or services on offer, trying to encourage them to make a purchase. This can be done face to face or through cold calling . Soft approach – This is when sales employees simply advise customers that they are available should the customers require any help or information about the products or services on offer. This approach allows customers to look at the products and services on offer in their own time
Customer Service	Good customer service is important, as customers who are satisfied with their purchase and the customer service they have received are more likely to become regular customers. When customers post recommendations online or speak positively about a business to people they know, this helps the business to build a good reputation and positive brand image.
Impact of customer services	<u>Good customer service</u> Satisfied and loyal customers Positive brand image and reputation Differentiated products with a competitive advantage Increased sales and repeat purchasing <u>Bad customer service</u> Poor customer satisfaction and low customer loyalty Inability to differentiate products and therefore can't charge a premium price Falling sales and repeat purchases
Factors affecting the sales process	Product knowledge of staff Speed and efficiency of the service Customer engagement with products Response to feedback Post sales service that is provided



Working with suppliers	
Key Idea	Most businesses don't produce a product completely. Instead, they have suppliers that supply some of their raw materials or components . Finding suppliers that can meet all of a business' needs is essential for a business to remain competitive and successful
Key Idea	There are five key factors a business needs to consider when trying to build a relationship with a supplier: 1. Costs 2. Quality 3. Delivery 4. Availability & Capacity 5. Trust 6. Discount for large orders

Suppliers and Procurement	
Supplier	
Procurement	
Logistics	
Key Idea	
Costs	
Reputation	
Customer Satisfaction	

Sales Process	
Key Idea	
Key Idea	
Sales approaches	
Customer Service	
Impact of customer services	
Factors affecting the sales process	



Working with suppliers	
Key Idea	
Key Idea	

Legislation

- | | |
|---|--|
| 1 | Although digital technology has been hugely beneficial to mankind, it can be argued it has also had a negative impact on some sections of society and the environment. Society has reacted to many of these issues by creating legislation that governs the use of digital technology and puts in place penalties if rules or laws are broken. |
|---|--|

Cloud Storage Impact

- | | |
|---|---|
| 1 | <p>There is increased pressure on modern organizations not only to make profits, but also to make business decisions that are socially and environmentally responsible.</p> <p>Many offices have a “green policy” that aims to reduce their environmental impact in terms of energy usage, use of physical resources such as paper, and pollution and waste.</p> <p>For companies utilizing cloud storage and services, it's also important to consider the environmental impact of these services, and consider carefully how they compare to more traditional IT practices.</p> |
|---|---|

Issues around Copyright

- | | |
|---|--|
| 2 | The Copyright Designs and Patents Act (1988) gives creators of digital media the rights to control how their work is used and distributed. Music, books, videos, games and software can all be covered by copyright law. Anything which you design or code is automatically copyrighted and may not be copied without your permission, as the digital creator. |
|---|--|

Impact on Society

- | | |
|---|--|
| 1 | <p>While there have been many new employment opportunities in the software sector, digital technologies may well have contributed to the decline in traditional manufacturing jobs.</p> <p>Automation, the introduction of robotics, expert systems and Computer Aided Design and Manufacturing have displaced many jobs. However, the quaternary sector that supports these digital technologies has grown significantly.</p> |
|---|--|

Key Vocabulary

- | | | |
|---|---------------|--|
| 1 | Copyright | The exclusive and assignable legal right, given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material. |
| 2 | Cloud Storage | Cloud storage is a model of computer data storage in which the digital data is stored in logical pools. The physical storage spans multiple servers, and the physical environment is typically owned and managed by a hosting company. |



Legislation

1

Issues around Copyright

2

Key Vocabulary

1

Copyright

Cloud Storage Impact

1

Impact on Society

1

2

Cloud Storage



Ethical and Legal Issues

- | | |
|---|---|
| 1 | <ul style="list-style-type: none"> - Digital Divide - Acts <ul style="list-style-type: none"> - Data Protection Act - Computer Misuse Act - Copyright Design and Patents Act - Cookies Law - E-waste - Future proofing - Cloud Computing and Storage - Local Vs Hosted Applications - Privacy - Social Media |
|---|---|

Cultural Issues

- | | |
|---|---|
| 1 | <p>The introduction of computers has changed society, sometimes for the better, sometimes for the worse.</p> <p>'Cultural issues' is the term used for computer matters that have an effect on the nature and culture of society. Some of these issues include:</p> <ul style="list-style-type: none"> - the digital divide - the changing nature of employment |
|---|---|

Data Security

- | | |
|---|---|
| 2 | <p>Personal data is precious and needs to be kept safe. Unfortunately, there are people that attempt to hack systems in order to gain access to other people's data. Social media accounts, phone mailboxes and networks that computers connect to are all prone to hacking.</p> <p>Some people may also use malware to obtain data. Recent times have seen the increased use of a type of malware known as ransomware. People who write ransomware do it to extort money from unsuspecting users. Once the ransomware infects a computer it encrypts data on it, denying users access unless a ransom is paid.</p> |
|---|---|

Environmental Issues

- | | |
|---|---|
| 1 | <p>Environmental issues are those where the manufacturing and use of computers has had a negative impact on the environment.</p> <p>Resources are needed in order for computers to be produced, distributed and used. Metals and plastics are used to manufacture components, while energy is expended in distributing equipment and in using it.</p> |
|---|---|

Key Vocabulary

- | | | |
|---|----------------------|--|
| 1 | Ethical Issues | Are about what would be considered right and wrong by society. |
| 2 | Legal Issues | Are about what's lawfully right or wrong |
| 3 | Cultural Issues | Are how groups of people may be affected |
| 4 | Environmental Issues | Are those that cause potential damage to the work we live in. |



Ethical and Legal Issues

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Cultural Issues

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Data Security

2	
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Environmental Issues

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Key Vocabulary

1	Ethical Issues	
2	Legal Issues	
3	Cultural Issues	
4	Environmental Issues	



Cyber Security and Threats

1	<p>Cyber Security is the processes, practices and technologies designed to protect networks, computers, programs and data from attack, damage or unauthorized access.</p> <p>Cyber Security Threats:</p> <ul style="list-style-type: none"> - Social engineering techniques - Malicious code - Weak and default passwords - Misconfigured access rights - Removable media - Unpatched and or outdated software
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Testing Systems

1	<ul style="list-style-type: none"> - Penetration Testing is the process of attempting to gain access to resources without knowledge - White Box Testing is to simulate a malicious insider who has knowledge of and possibly basic credentials for the target system - Black Box Testing is to simulate an external hacking or cyber warfare attack
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Prevention and Detection of Threats

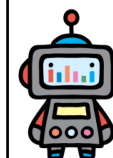
2	<ul style="list-style-type: none"> - Understand and be able to explain the following security measures: <ul style="list-style-type: none"> - Antivirus Software - Firewall - Biometric measures (particularly for mobile devices) - Password systems - CAPTCHA (or similar) - Using email confirmations to confirm a user's identity - Automatic software updates.
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Social Engineering Techniques

1	<ul style="list-style-type: none"> - Understand and be able to explain the following security measures: <ul style="list-style-type: none"> - Antivirus Software - Firewall - Biometric measures (particularly for mobile devices) - Password systems - CAPTCHA (or similar) - Using email confirmations to confirm a user's identity - Automatic software updates.
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Key Vocabulary

1	Malware	Is an umbrella term used to refer to a variety of forms of hostile or intrusive software
2	Cyber Security	is protecting networks, computers, programs and data from attack, damage or unauthorized access.
3	Social Engineering	Using people as a weak point in a system
4	Virus	In computing terms it is something that maliciously affects computer software and code.



Cyber Security and Threats

1	
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Testing Systems

1	<ul style="list-style-type: none"> - Penetration Testing - White Box Testing - Black Box Testing
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Prevention and Detection of Threats

2	
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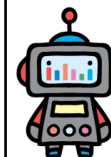
- Automatic software updates.

Social Engineering Techniques

1	
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Key Vocabulary

1	Malware	
2	Cyber Security	
3	Social Engineering	
4	Virus	



1. Materials; Metals

Ferrous Metals		These Metals Contain IRON (Fe).
1	Iron	Machine Bases, Metalworking Vices
2	Tool Steel (Carbon Steels)	Screwdrivers, Hammers, Saws
3	Stainless Steel	Sinks, Rules, Cutlery
4	High Speed Steel	Drill Bits, Lathe Tools
Non-ferrous Metals		Metals which do not contain IRON.
5	Copper	Plumbing & Electrical Components
6	Aluminium	Cooking Foil, Sauce Pans, Ladders
7	Zinc	Coatings On Steel Products
8	Tin	Coating On Food Cans
9	Lead	Weather Proofing For Roofs
10	Titanium	Jewellery, Surgical Implants.
Alloys		A mixture of two or more metals.
11	Brass	Plumbing Accessories
12	Bronze	Boat Propellers

Smart Materials – materials which have properties that can be significantly changed in a controlled fashion by external stimuli, such as heat, moisture, electric or magnetic fields, light.

3. Materials; Ceramics

1	Tungsten Carbide	Cutting Tool Tips
2	Glass	Windows, GRP, Fibre Optics – Broadband.
3	Ceramic Bearing Material	Electric motors, applications under water, aerospace

4. Materials; Composites

A material made from two or more different materials that, when combined, are stronger than those individual materials by themselves.

1	Glass Reinforced Plastic (GRP)	Car / Boat Bodies, Bike frames
2	Carbon Fibre	Bicycle Frames, Sports equipment
3	Concrete	Constructional applications

5. Materials; Smart & New Materials

1	Shape-memory Alloys	Dental Braces, surgical implants, fire prevention.
2	Thermochromic Materials	Thermometers for rooms, refrigerators, aquariums, and medical use.
3	Shape-memory Plastics	Smart fabrics, intelligent medical devices and self-disassembling mobile phones
4	Quantum Tunnelling Composite (QTC)	Switches on mobile phones, pressure sensors and speed controllers
5	Nanotechnology	Sunscreen, cosmetics, food packaging, and clothing

2 Materials; Polymers

Thermoplastics		Can be remoulded numerous times with the application of heat.
1	Acrylonitrile-butadiene-styrene (ABS)	Appliance casings
2	Polyethylene	Pipes, Buckets, Toys
3	High Impact Polystyrene (HIPS)	Vacuum Forming, electronics casings
4	Polyvinyl Chloride (PVC)	Water Pipes, Chemical Tanks
5	Nylon	Curtain Rails, Hinges, Clothes
6	Polycarbonate	Safety Goggles, Bullet Proof Windows.
7	Polypropylene	Medical Equipment, Food Containers.
Thermoset Plastics		Polymers which cannot be remoulded once set in shape.
8	Polyester Resin	Used in GRP – Car/ Boat bodies
9	Urea-formaldehyde	Electrical fittings, Door Handles.
10	Epoxy Resin	Glue, Casings, Coatings.
11	Phenol-formaldehyde	Heat resistant saucepan handles

<https://www.bpf.co.uk/plastipedia/applications/shape-memory-polymer.aspx>

1. Materials; Metals
Ferrous Metals

1	Iron	
2	Tool Steel (Carbon Steels)	
3	Stainless Steel	
4	High Speed Steel	

Non-ferrous Metals

5	Copper	
6	Aluminium	
7	Zinc	
8	Tin	
9	Lead	
10	Titanium	

Alloys

11	Brass	
12	Bronze	

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3	Ceramic Bearing Material	

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A material made from two or more different materials that, when combined, are stronger than those individual materials by themselves.

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2	Carbon Fibre	
3	Concrete	

5. Materials; Smart & New Materials

1	Shape-memory Alloys	
2	Thermochromic Materials	
3	Shape-memory Plastics	
4	Quantum Tunnelling Composite (QTC)	
5	Nanotechnology	

2 Materials; Polymers
Thermoplastics

1	Acrylonitrile-butadiene-styrene (ABS)	
2	Polyethylene	
3	High Impact Polystyrene (HIPS)	
4	Polyvinyl Chloride (PVC)	
5	Nylon	
6	Polycarbonate	
7	Polypropylene	

Thermoset Plastics

8	Polyester Resin	
9	Urea-formaldehyde	
10	Epoxy Resin	
11	Phenol-formaldehyde	

<https://www.bpf.co.uk/plastipedia/applications/shape-memory-polymer.aspx>

Knowledge Group 1 Mask Preparation

1	Fibre mask	A rigid paper mask with elastic to wear around the head.
2	Contour	An outline representing or bounding the shape or form of something.
3	Carve	Cut or shape a material in order to produce an object, design, or inscription.
4	Alter	Change in character or composition, typically in a comparatively small but significant way.
5	Aperture	An opening, hole, or gap.

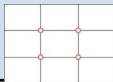
Knowledge Group 3 Mask Paint

1	Flat colour	Process of applying a coloured medium onto a surface to record a solid and uniform finish.
2	Unified	Made uniform or whole; united.
3	Dry brush	Drybrush is a painting technique in which a paint brush that is relatively dry, but still holds paint, is used to create a drawing or painting.
4	Tonal modelling	A means for the artist to create a sense of three-dimensional form in a painting. It involves using gradations of tone over the surface so that the lighter surface appears closer to the viewer and the darker side further away.
5	Highlights	An area or a spot in a drawing, painting, or photograph that is strongly illuminated.
6	Shadows	A shadow is a dark area where light from a light source is blocked by an opaque object.

Knowledge Group 2 Mask Assemblage

1	Assemblage	A work of art made by grouping together found or unrelated objects.
2	Embed	To fix (an object) firmly and deeply in a surrounding mass.
3	Cog	A wheel or bar with a series of projections on its edge, which transfers motion by engaging with projections on another wheel or bar.
4	Interacting	Act in such a way as to have an effect on each other.
5	Overlap	Extend over so as to cover partly.
6	Underlap	To extend partly under.
7	Embellish	Make (something) more attractive by the addition of decorative details or features.

Knowledge Group 4 Final Outcome

1	Collage	The technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.
2	Elongate	make (something) longer, especially unusually so in relation to its width.
3	Rule of thirds	A guideline that places the subject in the left or right third of a composition, leaving the other two thirds more open. It divides a composition into nine equal parts, split by two equally spaced horizontal and vertical lines. 
4	Symbolism	The use of symbols to represent ideas or qualities.
5	Mixed Media	Combination of different media or materials.

Key Vocabulary

1	Michelangelo Buonarroti	An Italian sculptor, painter, architect and poet of the High Renaissance.
2	The David	A statue carved by Italian Renaissance artist and sculptor Michelangelo Buonarroti.
3	Dale Mathis	A sculptor from America who's art merges the old and new, industrial and civilized.
4	Compositional flow	Flow is about movement and direction, and leading the eye from one part of a composition to another in the direction you want it to move.
5	Balanced composition	A compositional choice in art in which the work feels balanced. Different compositional aspects carry "weight," for example the placement of objects.

Knowledge Group 1 Mask Preparation

1	Fibre mask	
2	Contour	
3	Carve	
4	Alter	
5	Aperture	

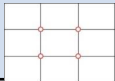
Knowledge Group 3 Mask Paint

1	Flat colour	
2	Unified	
3	Dry brush	
4	Tonal modelling	
5	Highlights	
6	Shadows	

Knowledge Group 2 Mask Assemblage

1	Assemblage	
2	Embed	
3	Cog	
4	Interacting	
5	Overlap	
6	Underlap	
7	Embellish	

Knowledge Group 4 Final Outcome

1	Collage	
2	Elongate	
3	Rule of thirds 	
4	Symbolism	
5	Mixed Media	

Key Vocabulary

1	Michelangelo Buonarroti	
2	The David	
3	Dale Mathis	
4	Compositional flow	
5	Balanced composition	

Knowledge Group 1 Sketching (Design Ideas)

1	Sketch	A rough drawing in which a designer notes down his preliminary ideas for a work that will eventually be realized with greater precision and detail.
2	Symbolism	The use of symbols to represent ideas or qualities.
3	Colour scheme (linked to theme)	The choice of colours used in various artistic and design contexts.
4	Typography	Art and technique of arranging type to make written language legible, readable and appealing when displayed.
5	Target Audience	A particular group at which a product such as a film or advertisement is aimed.
6	Composition	Term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect.

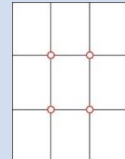
Knowledge Group 2 Design Ideas Refinement

1	Annotations	A note added by way of comment or explanation
2	Tone	Smooth shading which fades gradually from dark to light.
3	Form	Curved shading around the outline of an object using tone.
4	Colour Blending	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
5	Complementary colours	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.

Knowledge Group 3 Tools & Techniques

1	Hue	The name of a colour.
2	Saturation	The intensity or purity of a hue.
3	Layer styles	Layer effects and blending options applied to a layer.
4	Overlap	Extend over so as to cover partly.
5	Underlap	To extend partly under.
6	Filters	Digital effects used to modify images and selections to create effects, repair images, and move pixels.
7	Liquify (tool/filter)	Used for retouching and artistic effects. With it you can push, pull, rotate, reflect, pucker, and bloat the pixels of an image.
8	Blend modes	Eight blend mode groups used to determine how two layers are blended with each other. These are normal, darken, lighten, contrast, inversion, cancelation and component.
9	Brush tool	Used for drawing lines and shapes in any colour on a layer in your document using strokes. Can be customisable.

Key Vocabulary

1	VIP Pass	A higher-priced ticket that offers attendees something extra and exclusive.
2	Poster	A poster is a large sheet that is placed either on a public space to promote something or on a wall as decoration.
3	Rule of thirds 	A guideline that places the subject in the left or right third of a composition, leaving the other two thirds more open. It divides a composition into nine equal parts, split by two equally spaced horizontal and vertical lines.
4	Compositional flow	Flow is about movement and direction, and leading the eye from one part of a composition to another in the direction you want it to move.
5	Balanced composition	A compositional choice in art in which the work feels balanced. Different compositional aspects carry "weight," for example the placement of objects.

Knowledge Group 1 Sketching (Design Ideas)

1	Sketch	
2	Symbolism	
3	Colour scheme (linked to theme)	
4	Typography	
5	Target Audience	
6	Composition	

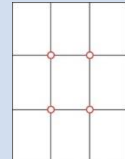
Knowledge Group 2 Design Ideas Refinement

1	Annotations	
2	Tone	
3	Form	
4	Colour Blending	
5	Complementary colours	

Knowledge Group 3 Tools & Techniques

1	Hue	
2	Saturation	
3	Layer styles	
4	Overlap	
5	Underlap	
6	Filters	
7	Liquify (tool/filter)	
8	Blend modes	
9	Brush tool	

Key Vocabulary

1	VIP Pass	
2	Poster	
3	Rule of thirds 	
4	Compositional flow	
5	Balanced composition	

Topic area 3 – Effective communication in health and social care settings		
3.1	What is verbal communication?	<ul style="list-style-type: none"> Verbal communication involves communicating clearly through speech in a way that can be understood and that does not offend the service user. A practitioner will need to adapt their verbal communication to different circumstances.
3.2	What is non verbal communication	<ul style="list-style-type: none"> Non verbal communication is about how we use our eyes, facial expressions and gestures, and the way we position ourselves to communicate.
3.3	What is active listening?	<ul style="list-style-type: none"> Active listening skills positively influence communication as they allow a care practitioner to focus and pay attention to the service user. Active listening skills can both be used and interpreted by those involved in the communication.
3.4	What is special methods communication?	<ul style="list-style-type: none"> Special communication methods are important in health and social care as service users have a wide range of needs, and the care practitioners need to interact with them effectively.

Examples and importance		
3.1	Give examples of verbal communication	<ul style="list-style-type: none"> Type, clarity, empathy, patience, appropriate vocabulary, tone, volume, pace, willingness
3.2	Give examples of non verbal communication	<ul style="list-style-type: none"> Type, eye contact, facial expressions, gestures, positioning, space, height, personal space, positive body language, sense of humour
3.3	Give examples of active listening	<ul style="list-style-type: none"> Open posture, eye contact, nodding, empathy, clarifying, summarising
3.4	Give examples of special methods	<ul style="list-style-type: none"> Advocate, Braille, British Sign Language, Interpreters, Makaton, Voice Activated Software
3.5	The importance of effective communication	<ul style="list-style-type: none"> Supports the person-centred values Meets service users' needs Protects rights Empowers service users Makes a service user feel valued Makes a service user feel respected




Key words:	
Advocate	Independent people who act on behalf of a service user to ensure their views, wishes and beliefs are heard and listened to.
Braille	Braille is a tactile reading and writing system used by those who are blind or have a visual impairment.
Interpreters	Helps to support communication by translating spoken or sign language to another language.
Makaton	Makaton uses symbols, signs and speech to enable people to communicate so it can help with understanding what someone is saying if speech is unclear or they have limited speech.
Voice activated software	Helps individuals with physical or learning disabilities to communicate.

Topic area 3 – Effective communication in health and social care settings		
3.1	What is verbal communication?	
3.2	What is non verbal communication	
3.3	What is active listening?	
3.4	What is special methods communication?	

Examples and importance		
3.1	Give examples of verbal communication	
3.2	Give examples of non verbal communication	
3.3	Give examples of active listening	
3.4	Give examples of special methods	
3.5	The importance of effective communication	

Key words:	
Advocate	
Braille	
Interpreters	
Makaton	
Voice activated software	

AC1.1 Hospitality and catering providers

1	Commercial	For profit – to make money.
2	Non-commercial 	Not for profit. Includes catering in education, healthcare and the armed forces.
3	Residential	You can sleep there
4	Non-residential	You don't sleep there. 
5	Counter service	Order, pay and collect food at the counter
6	Table service	Order, pay and receive food at their table
7	Guerdon system	Food cooked or prepared for in front of customer on a trolley
8	Front of house	Front of house refers to any staff the customer may see.
9	Back of house	Back of house refers to staff the customer may not see,
10	Kitchen brigade	System of setting out job roles in the kitchen
11	Star rating – hotel standards	Rated from 1-5. 5 being the highest rating.
12	Restaurant standards	Michelin Guide, AA award rosettes, Good Food Guide
13	Food hygiene rating 	Food Hygiene are the conditions and measures necessary to ensure the safety of food from production to consumption
14	Environmental standards	10 standards promoting sustainability and reducing the impact on the environment

AC1.2 Working in the hospitality and catering industry

1	Training	Lots of training courses available; food hygiene cert, City and Guilds, Level 1 2 and 3.
2	Personal attributes	Personality trait: Organised, reliable, team player, friendly, approachable ect,
3	Skills	Computer skills, good local knowledge, ability to multi-task, communication skills

AC1.3 Describe working conditions of different job roles across the hospitality and catering industry

1	Types of contracts	Full-time/part time permanent contract. Casual work/ zero hour contracts.
W 2	Supply & demand	There are certain times in the year when staff demand increases (New Year, Christmas).
3	Remuneration	Reward on top of basic pay. E.g. tips, service charge and bonuses
4	Holiday entitlement	Set number of Paid leave each year.




AC1.4 Explain factors affecting the success of hospitality and catering providers

1	Cost	Materials, labour costs, advertising
2	Profit	A business needs to make profit to be successful
3	Economy	Value of the £, food production in the world, price of oil/fuel and if the economy is stable
4	Environmental factors	Waste, reduce, reuse, recycle and sustainability
5	Technology	Social media, kitchen and food technology
6	Customer demographic	Different types of customers require different things.
7	Competition	There is lots of competition and it's important to stand out.
8	Trends/ Media	Food trends, media advertising and search engine results.

Key Vocabulary

1	Hospitality	The friendly treatment of guests and strangers .
2	Customer	Person who books' receive the service.
3	Service	To do/provide something for someone else, this can be paid for or done for free depending on the business,
4	Business	the buying and selling of goods/services to make money ,
5	Accommodation	a room, group of rooms, or building in which someone may live or stay.
6	Catering	Offering the provision of food and beverages

AC1.1 Hospitality and catering providers

1	Commercial	
2	Non-commercial	
3	Residential	
4	Non-residential	
5	Counter service	
6	Table service	
7	Guerdon system	
8	Front of house	
9	Back of house	
10	Kitchen brigade	
11	Star rating – hotel standards	
12	Restaurant standards	
13	Food hygiene rating	
14	Environmental standards	

AC1.2 Working in the hospitality and catering industry

1	Training	
2	Personal attributes	
3	Skills	

AC1.3 Describe working conditions of different job roles

1	Types of contracts	
W 2	Supply & demand	
3	Remuneration	
4	Holiday entitlement	

AC1.4 Explain factors affecting the success of hospitality and catering providers

1	Cost	
2	Profit	
3	Economy	
4	Environmental factors	
5	Technology	
6	Customer demographic	
7	Competition	
8	Trends/ Media	

Key Vocabulary

1	Hospitality	
2	Customer	
3	Service	
4	Business	
5	Accommodation	
6	Catering	

1. Context and structure			2. Melody			4. Key vocabulary		
1	Ludwig Van Beethoven	Ground breaking composers, mainly a classical composer, but led the change to the Romantic period.	1	Opening theme	Six notes, three pitches, small range, dotted rhythms and stepwise. Used in opening.	1	Sonata	Work for solo instrument, in 3 or 4 movements.
2	Pathetique	Moving or emotional.	2	Stepwise	Melody moving from one note to the next in the scale.	2	Classical period (mainly this)	Era in Western music between 1750 and 1820. Composers include Mozart, Haydn, Beethoven and Schubert.
3	Introduction	Opening of a piece of music – bar 1-10.	3	First subject	8 bars long, range of two octaves, arch shaped, with a mixture of scalar (bar 12) and arpeggios (bar 15-16).	3	Romantic period (some elements of this)	The era referred to in Western music between 1820 and 1900. Composers include Wagner, Tchaikovsky and Strauss.
4	Exposition	Ideas exposed. Uses three main themes. Bars 11-132.	4	Second subject	8 bars long, range of nearly three octaves, use of ornamentation, more legato and lyrical. Mix of leap and step.	4	Sonata form	A large-scale three-part structure with exposition, development and recapitulation, used for the first movements of many sonatas, symphonies and concertos.
5	Development	Ideas are developed. Bars 133-194.	3	Balanced phrases	Melodic phrases have the same number of bars to create symmetry. A feature of the classical period.	5	Arch shaped	A melody that goes up and back down, like the shape of an arch.
4	Recapitulation.	Opening ideas return. Bars 195-294.	4	Sequence	A motif or phrase which is repeated at a higher or lower pitch. Seen in opening three bars.	6	Motif	Short repetitive phrases. Seen in the opening ten bars and returns later.
5	Coda	Ending section. Bar 295-end.	5	Acciaccatura	A crushed in note, used in the second subject in bar 53 and 54.	7	Chromatic	Using all the notes of the scale, both black and white on the keyboard. Seen in bar 10.
6	Theme A	In tonic – bars 11-50.	6	Mordent	Melodic ornamentation which asks you to play the printed note, the one above, and the printed note again Seen in bar 57 and 58,			
7	Theme B	In Eb – unrelated key. Bar 51-88.	7	Trill	Quick alternation between two notes. E.g. Bar 186.			
8	Theme C	In Eb major – relative major. Bar 89-132.	3. Sonority – How the instruments are used					
			1	Fortepiano	A new instrument in the classical period – a keyboard instrument that replaced the Harpsichord.			
			2	Features of the Fortepiano	Could play dynamics, no sustain pedal and a smaller range than the modern piano, which is called the pianoforte.			

1. Context and structure			2. Melody			4. Key vocabulary		
1	Ludwig Van Beethoven		1	Opening theme		1	Sonata	
2	Pathetique		2	Stepwise		2	Classical period (mainly this)	
3	Introduction		3	First subject		3	Romantic period (some elements of this)	
4	Exposition		4	Second subject		4	Sonata form	
5	Development		3	Balanced phrases		5	Arch shaped	
4	Recapitulation.		4	Sequence		6	Motif	
5	Coda		5	Acciaccatura		7	Chromatic	
6	Theme A		6	Mordent				
7	Theme B		7	Trill				
8	Theme C		3. Sonority – How the instruments are used					
			1	Fortepiano				
			2	Features of the Fortepiano				

5. Texture			7 Harmony and tonality		8. Key vocabulary			
1	Octave	8 notes apart, for example a low C and the next C higher on the keyboard. Happens in the RH intro.	1	C minor	A sad sounding chord with three flats – The main key of the piece.	1	Homophonic	Musical texture where there is a melody supported by harmony. Almost the whole piece uses this.
2	Homophonic	Musical texture where there is a melody supported by harmony. Almost the whole piece uses this.	2	Related keys	Keys that share similar key signatures. E.g. The dominant, sub dominant and relative major key.	2	Murky Bass	A term used in eighteenth-century piano music, where the left hand plays slow-moving chords in broken octaves.
3	Monophonic	Only one sound heard, for example 187-194.		3	Eb Major		The relative major key, the piece modulates to this.	3
4	Melody dominated homophony	Tune accompanied by chords – often used in the piece. For example in the second subject.	4		F minor	The subdominant key – the music modulates to this.	4	
5	Broken chords	The notes of the chords played one after the other. E.g. bar 93.	5	Perfect cadence	Chord progression at the end of a phrase (V– I), a final ending. The piece ends with this.	5	Allegro di molto e con brio	Very fast with vigour.
6	In thirds	The music moves with two of the parts a third apart. E.g. bar 181-187, when it is combined with trills.		6	Interrupted cadence		Chord progression at the end of a phrase (V – VI), a 'surprise' sound. V–I is expected by the listener, but V–VI is heard instead. E.g. bar 9.	7
6. Tempo, metre and rhythm			7					
1	4/4	4 crotchet beats per bar.						
2	Dotted rhythms	A rhythm created when note lengths are increased by half their value. E.g. first them in bar 1.						
3	Rapid notes	Very short note lengths to create rapid movement. E.g. the notes in bar 10.						
4	Alla breve	Cut common time, a feeling of two beats in a bar.						
5	Staccato crotchets.	Detached notes found in the 1 st and 2 nd subject.						
6	Syncopation	Rhythmic device where a note is stressed on a weak beat or between beats. e.g. bar 13.						

5. Texture			7 Harmony and tonality			8. Key vocabulary		
1	Octave		1	C minor		1	Homophonic	
2	Homophonic		2	Related keys		2	Murky Bass	
3	Monophonic							
4	Melody dominated homophony		3	Eb Major		3	Pedal	
5	Broken chords							
6	In thirds		4	F minor		4	Grave	
6. Tempo, metre and rhythm			5	Perfect cadence				
1	4/4					5	Allegro di molto e con brio	
2	Dotted rhythms		6	Interrupted cadence				
3	Rapid notes							
4	Alla breve		7	Augmented 6 th chord				
5	Staccato crotchets.							
6	Syncopation							

1. Context and structure

1	JS Bach	One of the most famous Baroque composers, born in 1685 in Eisenach, Germany and died in 1750 in Leipzig. Wrote works in lots of styles, famous for developing harmony and tonality into the system we use today.
2	Benefactor	Someone who asks for a piece to be written for them. This was written for the Margrave of Brandenburg
3	Section A	From bars 1-78, with a fugal structure.
4	Section B	From bars 79-232, with new musical ideas.
4	Section A¹	From bar 233-end. Repeat of beginning but with extra chords.
5	Concerto	Section when the soloists play solos (Flute, Violin and Harpsichord).
6	Ripieno	Section where 'the rest' of the instruments join in.

3. Melody

1	Conjunct	The melody mainly moves by step through the scale. E.g. Bar 2
2	Scalar runs	The piece features a lot of virtuosic runs through scales. E.g. Bar 58 in Harpsichord
3	Sequence	A motif or phrase which is repeated at a higher or lower pitch. E.g. rising sequence in bar 137 in flute and violin.
4	Ornaments	Term for types of musical decoration, including trills, turns, mordents, acciaccaturas and appoggiaturas. Trills in B. 19 and appoggiatura in B. 80.
5	Dialogue	When the melody is passed around the instruments quickly, like they are having a conversation.

2. Sonority – How the instruments are used

1	Harpsichord	Baroque keyboard instrument, unusually used as a soloist and ensemble instrument
2	String orchestra	The accompanying instruments in the piece are a string orchestra (Violin, Viola, Cello and Double Bass).
3	Flute/Violin	The other two soloist instruments.

4. Key vocabulary

1	Baroque period	Era in Western music between 1600 and 1750. Composers included Bach, Vivaldi and Handel.
2	Concerto Grosso	A Baroque form which contrasts a groups of soloists against the main body of the orchestra, usually in three movements.
3	Basso continuo	A type of instrumental accompaniment, common in Baroque music, played by organ, harpsichord or cello. Keyboard players often added chordal harmonies.
4	Movement	An independent section in a longer piece of music. Our piece is in four movements, we study the first.
5	Ternary Form	A three-part (ABA) form where the A section is heard twice and the B section consists of contrasting musical material.
6	Subject	The main musical ideas used in a piece in Sonata and fugue form. Section A of our piece has a subject.
7	Answer	A phrase that answers the original section.

1. Context and structure

1	JS Bach	
2	Bene factor	
3	Section A	
4	Section B	
4	Section A ¹	
5	Concerto	
6	Ripieno	

3. Melody

1	Conjunct	
2	Scalic runs	
3	Sequence	
4	Ornaments	
5	Dialogue	

2. Sonority – How the instruments are used

1	Harpsichord	
2	String orchestra	
3	Flute/ Violin	

4. Key vocabulary

1	Baroque period	
2	Concerto Grosso	
3	Basso continuo	
4	Movement	
5	Ternary Form	
6	Subject	
7	Answer	

5. Texture

1	Polyphonic	Musical texture containing two or more independent melodic lines, also described as contrapuntal.
2	Fugal	Imitative entry of a voice or instrument. This texture is used in section A.
3	Four-part counterpoint	Music that consists of four independent melodic lines. Soloists do this.
4	Pedal	Repeated or sustained note heard against changing harmonies. B.79-85 is an example.
5	Stretto	A fugal texture where the entries come in closer and closer to create tension. Bar 64-68 is a good example.
6	Chordal / Tutti	A musical texture where the parts move together at the same time. This happens in the Ripieno.
7	Imitation	Parts copy each other, normally overlapping

6. Tempo, metre and rhythm

1	2/4	2 crotchet beats per bar.
2	6/8	6 quaver beats per bar, often played with a feel of two at faster tempos.
3	Triplets	A group of three notes played in the time of two. A group of triplet quavers would fit into the same amount of time as two normal quavers. Bar 4 in the flute is a good example.
4	Semiquaver runs	Runs using notes that last for ¼ of a beat e.g. bar 15.

7 Harmony and tonality

1	D major	The main or tonic key of the piece. Both A sections are in D major.
2	A major	The dominant key, the B section uses this key.
3	B minor	The relative minor key, the B section uses this key.
4	Diatonic	Most of the chords come from the key and don't use any accidentals, unless modulating.
5	Functional	All of the chords have a musical function, they aren't there for decoration.
6	Primary chords	The piece mainly uses Chords I, IV and V, which are the primary chords in a key.
7	Root position	Chords that have the root note at the bottom of the chord. E.g. a C chord would have the C in the bass.
8	First inversion chords	Chords that have the third of the scale at the bottom of the chord. E.g. a C chord would have an E in the bass.
9	Perfect cadence	A phrase that ends with chord V, followed by chord I to make the piece sound finished.

8. Key vocabulary

1	Gigue	A Baroque dance in 6/8. The opening of the piece is in the style of a gigue due to the use of triplets.
2	Contrapuntal	A polyphonic texture where the parts play against each other and interweave.
3	Affection	Music having one mood throughout.
4	Monothematic	Music composed based on one theme/idea.
5	Terraced dynamics	Abrupt and sudden changes from forte to piano and vice versa, a key feature of Baroque music and often achieved through the adding or taking away of instruments.
6	Figure d bass	A type of Baroque musical shorthand where numbers are written below a continuo part to indicate the harmonies.
7	Virtuosic	A piece written for players who are very skilled on their instrument.

5. Texture

1	Polyphonic	
2	Fugal	
3	Four-part counterpoint	
4	Pedal	
5	Stretto	
6	Chordal / Tutti	
7	Imitation	

6. Tempo, metre and rhythm

1	2/4	2 crotchet beats per bar.
2	6/8	
3	Triplets	
4	Semiquaver runs	

7 Harmony and tonality

1	D major	
2	A major	
3	B minor	
4	Diatonic	
5	Functional	
6	Primary chords	
7	Root position	
8	First inversion chords	
9	Perfect cadence	

8. Key vocabulary

1	Gigue	
2	Contrapuntal	
3	Affection	
4	Monothematic	
5	Terraced dynamics	
6	Figured bass	
7	Virtuosic	

Music Technology			Industry Roles / Disciplines			Key terms for analysing music		
1	Demos / Mixtapes	A short collection of 2 – 3 songs. Often released prior to an album	1	Composer / Creator	Someone who creates original music using	1	Dynamics	How loud or quiet the music is. Does it change in certain sections and why?
2	Rough cut / initial mix	The first mix of a song after the recording stage	2	Performer	A musician who plays their instrument live to audiences	2	Rhythm	The pattern of notes used. Does the instrument play a repetitive rhythm or a complex one?
1	Audio Manipulation	Editing sound samples through Cutting, looping, reversing	3	Producer	A person who makes music through sequencing and the use of a DAW		Structure	The sections of the music. Into, Verse, Chorus, Bridge, Outro. How the music is put together
2	Remote Collaboration	Working on a project with another person online. Possibly through a collaboration feature on a DAW platform	Key Skills			3	Melody	The main tune. Think about if it moves in steps or leaps.
Musical terms			1	Skills Audit	An analysis / evaluation of key musical skills	4	Instrumentation	The instruments used
1	Timing	Ability to play or record an instrument in time with another musician or click track	2	Development Plan	How you will seek to improve your skills, when will you do it by, how will you know you have done it	5	Texture	The layers of instruments / Sound
2	Phrasing	The way a musician expresses a sequence of notes. Putting emphasis on certain notes.	3	Skills Diary	A record of the development of your skills. Linked to your development plan.	6	Timbre	Describes the characteristics of the sound. Eg. Bright or Gritty.
3	Tuning	Playing or using the correct notes / pitches	4	Time management	Sticking to deadlines and using time effectively	7	Harmony	The Key the music is written in. Major or Minor.
4	Stage Presence	The ability to engage an audience with how you perform a piece	5	Self discipline	The ability to control how you work independently to overcome weaknesses	8	Syncopation	A rhythm the used the off beat (beats 2 and 4)
5	Jam Session	A group of musicians rehearsing and improvising together	6	Identifying resources	Identifying equipment needed to rehearse, record and perform music	9	BPM	Beats per minute, used to measure the tempo (speed)

Music Technology			Industry Roles / Disciplines			Key terms for analysing music		
1	Demos / Mixtapes		1	Composer / Creator		1	Dynamics	
2	Rough cut / initial mix		2	Performer				
1	Audio Manipulation		3	Producer		2	Rhythm	
2	Remote Collaboration		Key Skills			3	Structure	
			1	Skills Audit		4	Melody	
			2	Development Plan		5	Instrumentation	
			3	Skills Diary		6	Texture	
			4	Time management		7	Timbre	
			5	Self discipline		8	Harmony	
			6	Identifying resources		9	Syncopation	
						10	BPM	
Musical terms								
1	Timing							
2	Phrasing							
3	Tuning							
4	Stage Presence							
5	Jam Session							

Subject: Performing Arts

Topic: GENERAL REHEARSAL TECHNIQUES

Year Group: Year 10-11

REHEARSAL TECHNIQUES TO DEVELOP UNDERSTANDING AND IDEAS OF A CHARACTER / ROLE		
1	ROLE PLAY	This is where you take on a character/role and act out a situation. It is usually improvised.
2	TABLEAUX	A tableau (single, just one) or tableaux (plural, more than one), is usually a FREEZE FRAME or a collection of freeze frames, that tell the audience a story – You can add sound, music or dialogue to a tableau to develop it further.
3	THOUGHT TRACKING	Thought tracking is when a character speaks out loud about his/her inner thoughts during a freeze frame/still-image. Sometimes a characters thoughts can be spoken out loud by another actor.
4	IMPROVISATION GAMES	This includes any game where you create and play a character in an unusual/different situation e.g. emotion bus, park bench, party quirks
5	ROLE ON THE WALL	A 'role on the wall' diagram is an outline of a person with information written on it - either inside the outline, or round the edge. It represents all of the information your KNOW about a character and also things you PRESUME or imagine about a character.
6	INTERNAL MONOLOGUE	This is what is going through your character's mind throughout the performance, even though it might not be what they are saying.
7	CROSS CUTTING	Switching between time periods – flash forwards and flash backs in time. For example, a character as a little boy, then as an old man.
8	CONSCIENCE ALLEY	Two groups exploring arguments for and against a character's decision.
9	OFF TEXT IMPROVISATION	Using what we know about a character or scenario from the TEXT, we can use improvise (make up) scenes that we do not see in the script. Actors use this rehearsal technique in order to understand their character more.
10	STATUS GAME	Giving your character a number status (from 1 -10) and exploring how they act with others OR an object (e.g. a chair) who are of different status
11	HOT SEATING	Asking a character questions about their background, situation or motivation.

REHEARSAL TECHNIQUES TO DEVELOP THE PERFORMANCE OF A CHARACTER / ROLE		
1	LEADING TECHNIQUE	Actors often use different body parts to lead themselves around the stage depending on who the character is and how they feel.
2	LEVELS OF TENSION	This means focussing on different states of energy. <ul style="list-style-type: none"> Exhausted – Jellyfish Laid back – Californian Neutral – No story Alert – Mr Bean, curious. Suspense – “Is there a bomb?”, Melodrama. Passionate – “There is a bomb!”, Opera. Tragic – “The bomb is going to go off!”, Petrified.
3	TEMPO AND RHYTHM	Walking/moving at different speeds and on different beats to explore how it communicates your character's mood/personality.
4	RELAXING THE FACE	Massaging the face and jaw to make sure there is no tension.
5	OPENING THE LARYNX	Making sure there is not strain and tightness in our throats by exercising the vocal chords (yawning is a good technique).
6	BREATH CONTROL USING THE DIAPHRAGM	Making sure you have enough breath to speak/sing your lines. A large muscle under the ribcage. When you breathe in, the diaphragm contracts and air is sucked into the lungs. The diaphragm relaxes when you release are and sound, so that the muscle is helping you to control the output of air.
7	BODY WARM-UPS AND STRETCHING	Begin with aerobic exercise to increase heart-rate. Move onto warming up the joints with circular motions. Finish with stretches (60 seconds each).
8	EXPLORING RESONANCE	When the voice is vibrating in your body to create difference voice sounds and voice qualities. E.g., a nasal voice or a deep powerful voice.
9	TONGUE TWISTERS	A phrase or sentence which is difficult to say out loud because it involves similar sounds close together. They can help warm-up the face muscles and voice, ready for a performance.
10	ANNOTATING THE SCRIPT	Label where you are going to use certain vocal and/or physical techniques

REHEARSAL TECHNIQUES TO DEVELOP UNDERSTANDING AND IDEAS OF A CHARACTER / ROLE

1	ROLE PLAY	
2	TABLEAUX	
3	THOUGHT TRACKING	
4	IMPROVISATION GAMES	
5	ROLE ON THE WALL	
6	INTERNAL MONOLOGUE	
7	CROSS CUTTING	
8	CONSCIENCE ALLEY	
9	OFF TEXT IMPROVISATION	
10	STATUS GAME	
11	HOT SEATING	

REHEARSAL TECHNIQUES TO DEVELOP THE PERFORMANCE OF A CHARACTER / ROLE

1	LEADING TECHNIQUE	
2	LEVELS OF TENSION	
3	TEMPO AND RHYTHM	
4	RELAXING THE FACE	
5	OPENING THE LARYNX	
6	BREATH CONTROL USING THE DIAPHRAGM	
7	BODY WARM-UPS AND STRETCHING	
8	EXPLORING RESONANCE	
9	TONGUE TWISTERS	
10	ANNOTATING THE SCRIPT	

TECHNIQUES TO DEVELOP GROUP PERFORMANCE SKILLS – There are hundreds of group drama games you could play, these are just some ideas

1	Imaginary Objects	Mime passing an object around the circle. The object should change each time it is passed to each person.
2	Zip Zap Boing	Use different gestures for each word 'Zip', 'Zap', 'Boing'. Zip goes left, Zap goes right and Boing changes direction. You can also add in other words and gestures to pass across the circle e.g. Kapow.
3	Levels improvisation	Try performing a scene but enjoy that there is always someone at each level (e.g. high, medium and low). If someone sits down, someone else has to stand.
4	Fill the chair	Each person has a chair, but there is one empty chair. One person in your group is 'on'. They must try to sit in the empty chair whilst everyone else moves around stopping them by filling the empty chair before the person 'on' gets there.
5	Copy Cat	A member of the group is 'on'. They go out of the room. The group stands in a circle and someone is selected to lead the movement. The person 'on' comes back in and must guess who is leading the movement.
6	Wink Murder	A member of the group is the detective. They go out of the room. The group stands in a circle and someone is selected to be the murderer. The murderer has to wink at people to 'murder' them. The detective comes back in and must guess who is the murderer.
7	"What are you doing"	Someone stands in the centre of the circle and the next person asks them 'what are you doing?' The person in the centre makes something up (that they are NOT doing). The next person must act out what they have said. This continues until everyone in the circle has had a go.
8	Body objects	The group create objects with their body using physical theatre. Often this is with a time limit (e.g. 30 seconds) and the group sizes change throughout the game.
9	Animal Characters	The group think of animals close to their characters or improvise situations as animals.
10	Count to 20	The group have to count to 20, each saying a number one at a time. If anyone overlaps, they must start again.
11	Fruit Salad	All group members are assigned a fruit. Someone stands in the middle. When they say the name of a fruit, those fruits must stand up and swap chairs. The person in the middle must also try to sit on a chair. The next person in the middle then chooses a fruit. They could also say 'fruit salad' so everyone changes places.
12	Grandmother's Footsteps	Someone stands face a wall, they are the 'Grandmother', whilst the group try to sneak across to the Grandmother from the other side of the room. Every time to Grandmother turns around, the group must freeze. If any of them move, they are out.
13	One Word Story	The group stands in a circle. Each person says one word to add to a story. They must try and keep the story going.
14	Giants, Wizard and Elves	The game works like 'rock paper scissors' except with the characters 'Giants', 'Wizards' and 'Elves'. There is a different action for each character. Wizards beat Giants, Giants beat Elves and Elves beat Wizards. The group must decide which character they will be together. Best out of three wins.
15	Tableaux Olympics	The leader will give a setting or scenario and the group is put into two or more teams. The teams have to create the best tableau.
16	Change the channel	The group improvise as if they are on a TV channel. The group can decide when they 'change the channel'. When this happens, the group have to change the style and genre of their improvisation.
17	Splat	The person in the centre gestures towards someone in the circle to 'splat' them. The person has to duck whilst the people either side of them turn to splat each other.
18	Pass the clap	Each person takes it in turns to pass a clap around the circle. This could progress onto each pair trying to clap at the same time and then the whole circle trying to clap at the same time without counting down before.

TECHNIQUES TO DEVELOP GROUP PERFORMANCE SKILLS – There are hundreds of group drama games you could play, these are just some ideas

1	Imaginary Objects	
2	Zip Zap Boing	
3	Levels improvisation	
4	Fill the chair	
5	Copy Cat	
6	Wink Murder	
7	“What are you doing”	
8	Body objects	
9	Animal Characters	
10	Count to 20	
11	Fruit Salad	
12	Grandmother’s Footsteps	
13	One Word Story	
14	Giants, Wizard and Elves	
15	Tableaux Olympics	
16	Change the channel	
17	Splat	
18	Pass the clap	

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES

1. B	BLOCKING	Working out the movement and positioning of all the actors on stage. WHERE you will STAND and WHEN you will move
2. E	EXTRANCES AND EXITS	Where and when you come on and off stage.
3. P	PROXEMICS AND USE OF SPACE	Proxemics is how close or near you are to others on stage. This can help to communicate meaning e.g. if your character is scared of another character you might stand far away. Use of space is where you position yourself on the stage so the audience can see you and others clearly.
4. L	LEVELS	How high or low you are positioned on the stage. This could be to communicate how important you are or to show you are in a different place to other characters.
5. A	AUDIENCE AWARENESS	Being mindful of what the audience will be able to see and hear and adapting your positions and voice to make sure they can understand everything clearly.
6. C	CONCENTRATION AND FOCUS	Being organised and sensible in your performance and staying in role at all times. Confidently knowing your lines or movement.
7. E	ENERGY	Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
8. S	SET AND PROPS INTERACTIONS	Using the objects on stage confidently to show something about your character or the situation. E.g. snatching a bag of sweets to show your character is greedy.

VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)

1.D	DICTION AND PROJECTION	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard (this doesn't mean shouting).
2. E	EMPHASIS AND VOLUME	Emphasis is when you make a word stand out "I never said you stole my hat" is different from "I never said you stole my hat". Volume is how loud or quiet the voice is. Don't forget words such as whisper and shout.
3. P	PITCH	Pitch means how high or low your voice is. Low pitch may convey sadness, whilst high pitch could convey joy.
4. A	ACCENT	Accent is the way you pronounce your words. It is used to indicate where a character is from, specifically which country or region. It can help distinguish class and status.
5.R	RHYTHM AND TEMPO	Rhythm is where we pause and leave gaps in speech. This could show a character is thinking or distressed. Tempo is how fast or slow the speech is. E.g. a fast tempo could show someone is excited, a slow tempo could show someone is sleepy or confused.
6. T	TONE	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)

1.G	GESTURES	Using your hands to highlight meaning or convey emotion. E.g. Scratching your head if you are confused or Waving to say 'Hello'.
2. S	STANCE	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together, for example.
3. P	POSTURE AND BODY LANGUAGE	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
4. E	EXPRESSIO N	Also known as 'facial expressions'. Using your face to communicate emotions and reactions. Smiling to show happiness, frowning to show anger, raising one eye brow to show confusion for example.
5. E	EYE CONTACT	Looking into someone else's eyes. This could be another character or an audience member. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
6. D	DYNAMICS AND MOVEMENT	Dynamics means HOW you move. For example, sharply / smoothly. Movement is HOW your character walks. For example, with a limp or taking large steps

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES

1. B	BLOCKING	
2. E	EXTRANCES AND EXITS	
3. P	PROXEMICS AND USE OF SPACE	
4. L	LEVELS	
5. A	AUDIENCE AWARENESS	
6. C	CONCENTRATION AND FOCUS	
7. E	ENERGY	
8. S	SET AND PROPS INTERACTIONS	

VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)

1. D	D ICTION AND P <small>RO</small> JECTION	
2. E	E MPHASIS AND V <small>OLU</small> ME	
3. P	P ITCH	
4. A	A CCENT	
5. R	R HYTHM AND T <small>EM</small> PO	
6. T	T ONE	

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)

1. G	G ESTURES	
2. S	S TANCE	
3. P	P OSTURE AND B <small>ODY</small> L <small>ANGU</small> AGE	
4. E	E XPRESSIO N	
5. E	E YE C <small>ONTACT</small>	
6. D	D YNAMICS AND M <small>OVEMENT</small>	

Biographical Info



- Birth name: Constantin Sergeyevich Alexeyev
- Born 1863 in Moscow to a wealthy Russian family.
- Died 1938
- Co-founder of the Moscow Art Theatre in 1898
- Developed a 'system' of acting called the Stanislavski Method.

Influenced by:
Anton Chekhov
Henrik Ibsen
Vladimir Nemirovich-Danchenko

Beliefs & Early Years

- Believed that the theatre should project important thoughts and affect the spectators, he reflected, there must be living characters on stage.
- To seek knowledge about human behaviour, Stanislavsky turned to science and psychology.
- Insisted on the integrity and authenticity of performance on stage, repeating for hours during rehearsal his dreaded criticism, "I do not believe you."
- He believed that actors needed to inhabit authentic emotion while on stage and, to do so, they could draw upon feelings they'd experienced in their own lives.
- He developed exercises that encouraged actors to explore character motivations, giving performances depth and realism while still paying attention to the parameters of the production. This technique would come to be known as the "**Stanislavski method**" or "**the Method**."

Acting Methods

Using your imagination to create real emotions on stage:

Magic if: Actors also use their imagination to create their character by asking themselves questions like:
"Where do I come from?"
"What do I want?"
"Where am I going?"
"What will I do when I get there?"

Action versus Emotion

Super-objective: what is the driving force of the play?

Objectives: what the character wants to accomplish.

Obstacles: what's in his or her way?

Actions: what are the different things the character can do to try to reach his objective?

The *Through-Line* links all the units together into the super-objective. Using these acting methods helps you concentrate on the action rather than the emotion.

Emotional Memory

Actors access their own memories to call upon emotions needed to play certain scenes and acting roles, but unlike *Method Actors*, Stanislavsky actors also work "from the outside in", accessing emotions through physical actions.

Relaxation and Concentration

* Actors learn to relax their muscles and not use any extra muscles than the ones needed to perform a particular action.

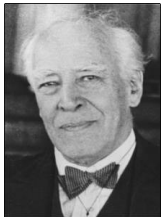
* Actors work on concentration to reach a state of *solitude in public* and not feel tense when performing on stage: They concentrate on a very small area at first and then widen the circle of concentration until it includes the entire stage.

Character-building techniques

* Actors find their characters' inner motives.

* Build a character "from the outside in" through physicality and voice. For example, explore the character's rhythm through repetition. (by rehearsing his lines over and over until he discovered the right tempo).

Biographical Info



Acting Methods

**Using
your imagination
to create
real emotions
on stage:**

Action versus Emotion

**Relaxation and
Concentration**

**Character-building
techniques**

Emotional Memory

Beliefs & Early Years

KEY TECHNIQUES IN REALISM

1	Visualisation	The actors can picture their surrounding and the environment accurately, considering every detail. This include sight, sound, taste, smell and touch.
2	Active imagination	When the actors see things through our character's eyes using the senses rather than thinking about what they look like from the view of the audience.
3	Units & Objectives	Each scene of a play can be broken down into the character's aim or goal. The objective is what the character wants. The Unit is the smaller sections of the scene where the character has a smaller objective, which will lead them to their main objective.
4	Through line of Action & Super Objective	What the character wants to achieve by the end of the play. It is usually linked to the main theme of the play. An over-reaching objective, probably linked to the overall outcome in the play. It characterises the essential idea, the core, which provided the impetus for the writing of the play. A character's objectives are likely to be stages in the journey towards the super-objective. If that journey is perceived as a clear path to the super objective, then you have your through line
5	'Magic IF'	Where the actor puts themselves in the character's shoes, asking 'What would I do IF I was in this situation'. Used to get actors to open up their imaginations to discover new and interesting things about the character they are playing. An actor simply asks themselves a 'what if' question about their character.
6	Given Circumstances	Information about the character and their history. It also includes the time period and location.
7	Seven questions	A set of questions an actor can use to learn more about their character – who they are, where they are, what time it is, what they want, why they want it, how they will get it and what they need to overcome to get it.
8	Subtext	The hidden meaning behind the text. It is usually communicated through the way that an actor delivers the line. Driven by the underlying meaning in the play, as opposed to the words declared on stage. This can be communicated to the audience through the actor's use of intonation, gesture, pauses or stillness. 'Keep in mind that a person says only ten per cent of what lies in his head, ninety per cent remains unspoken'.
9	Motivation	The reason why the character wants what they want in the play.
10	Circles / Concentration of Attention	A set of circles which start inside the head of the characters and slowly move outwards. The actors imagine every detail inside these circles to help with their concentration and to make their visualisation more detailed and realistic.
11	Relaxation	Getting rid of any tension in the body so the actor is able to move freely in the performance and control their body and mind.
12	Tempo & Rhythm	Is our pace, both mental and physical, the pace of everything around us and everything we do..
13	Emotional Memory	When the actor finds a real past experience where they felt a similar emotion to that demanded by the role they are playing. They then 'borrow' those feelings to bring the role to life.
14	Role-on-the-wall	Using an outline of a person and writing out the character's thoughts and feelings on the inside and what they show and say on the outside.



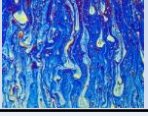

KEY TECHNIQUES IN REALISM

1	Visualisation	
2	Active imagination	
3	Units & Objectives	
4	Through line of Action & Super Objective	
5	'Magic IF'	
6	Given Circumstances	
7	Seven questions	
8	Subtext	
9	Motivation	
10	Circles / Concentration of Attention	
11	Relaxation	
12	Tempo & Rhythm	
13	Emotional Memory	
14	Role-on-the-wall	

Knowledge Group 1 – Experimentation

1	Development	Taking something seen in life and translating it into a series of shapes, patterns, colours and tones, in an attempt to convey its essence or true meaning.
2	Experimentation	The action or process of trying out new ideas and methods.
3	Aesthetically pleasing	An arrangement of shapes, forms, lines, tones, and colours that is visually interesting or successful. A piece of visual work that is enjoyable to look at and investigate.
4	Hue Saturation	Photoshop technique- Adjusts the hue (colour), saturation (purity), and lightness of the image.
5	Cropping	Photoshop technique- To trim away material from the edges to show a smaller area, often for artistic reasons.
6	Layer Styles	Photoshop technique- Layer styles let you quickly apply effects to an entire layer.

Knowledge Group 2 – Key Techniques

1	Collage	A technique and the resulting work of art in which pieces of paper, are arranged and stuck down onto a supporting surface. 
2	Embroidery	The craft of decorating fabric or other materials using a needle to apply thread or yarn. 
3	Marbling	Colouring or marking that resembles marble, especially as a decorative finish. 
4	Mixed Media	A term used to describe artworks composed from a combination of different media or materials. 

Key Vocabulary

1	Abstract	Something that does not show directly the visual representation of a given object. Instead, it represents the idea of it through shape line, tone and colour.
2	Form	The visible shape of an object or thing.
3	Geometric	Characterized by or decorated with regular lines and shapes.
4	Layout	The way in which visual elements are arranged in a picture. From strikingly simple to highly complex, these are important choices each photographer must make while taking pictures.
5	Focus	The act of focusing the camera involves ensuring the image or part of the image can be seen clearly including detail and texture.
6	Contrast	The way in which different elements in a picture interact and look, for example: light & dark, sharp & soft, focused & blurry, crowded & empty.
7	Leading lines	Lines found in the picture that help direct the attention of the viewer around the image. These are an important compositional tool.
8	Architectural	Relating to buildings and the built environment, including all man-made structures.



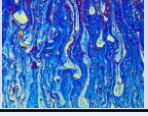
Knowledge Group 3 – Sculptural forms

1	Composition	The way shape, line, tone, form and pattern are arranged in a picture or piece of art.
2	Creative Construction	Assembling an abstract sculpture from parts of a 2-dimensional drawing. Allowing for new arrangements and combinations of elements to occur.
3	Structural integrity	A 3-dimensional form that is constructed in a secure way that can withstand being moved and positioned in a number of different ways.
4	Vertical lines	Forms that give height to a sculpture and help it relate to other tall objects.
5	View-points	Angles from which a sculpture can be viewed.

Knowledge Group 1 – Experimentation

1	Development	
2	Experimentation	
3	Aesthetically pleasing	
4	Hue Saturation	
5	Cropping	
6	Layer Styles	

Knowledge Group 2 – Key Techniques

1	Collage 	
2	Embroidery 	
3	Marbling 	
4	Mixed Media 	

Key Vocabulary

1	Abstract	
2	Form	
3	Geometric	
4	Layout	
5	Focus	
6	Contrast	
7	Leading lines	
8	Architectural	

Knowledge Group 3 – Sculptural forms

1	Composition	
2	Creative Construction	
3	Structural integrity	
4	Vertical lines	
5	View-points	

Origins of the Universe			Origins of human life			Key Vocabulary							
1	What is creationism?	The idea God created the world and everything on it	1	What does Christianity say about the origins of human life?	God created humans in the perfect form, the first humans were Adam and Eve	Abortion	The deliberate ending of a pregnancy.						
2	Where in the Bible is the creation story?	Genesis chapter 1 which is the Old Testament		2	What are humans made in?	The image of God	Afterlife	Beliefs about what happens to ‘us’ after our body has died; in many religions this relates to life after death or immortality in some form					
3	Give two contrasting views on the creation story	1. God created the world in 7 days 2. It happened by chance.			3	Give two different interpretations on the story of Adam and Eve	1. It’s a story to teach about obedience to God 2. It’s the truth on how humanity originated	Animal experimentation	The use of animals for medical research and product testing				
4	What is the Big bang theory?	The scientific theory of the creation of the world				4	What is the theory of evolution?	The idea humans evolved from apes through natural selection	Awe and wonder	Sense of wonderment at nature; often linked to the feeling that God is involved/revealed through it.			
5	Give two reasons the Big Bang and Creationism are different	1. Big Bang happened by chance and had no purpose 2. God designed and created the world with a purpose for humanity					5	Give two reasons evolution and creationism object on another	1. Creationism says humans were created perfect 2. Evolution says humans slowly evolved, it was not God.	Big Bang Theory	Scientific theory about the origins of the universe; belief that the universe began almost 14 billion years ago with a reaction of particles from a singularity followed by a process of inflation and expansion.		
6	What is awe and wonder?	Sense of wonder at nature, feeling the power of God	Medical ethics			Death		The end of the physical, bodily life.					
			1	What is the sanctity of life?	Life is sacred and a gift from God	Dominion	Belief that humans have been given control of the world.						
				2	What is the quality of life?	Life should be of a high standard and include happiness	Environment	The world around us; natural or artificial surroundings.					
					3	What is abortion?	The purposeful ending of a pregnancy	Euthanasia	Assisting with the ending of life for a person who is terminally ill or has degenerative illness				
						4	What is euthanasia	Ending the life of someone who is terminally ill	Evolution	Scientific theory of the development of species which involves a process of natural selection and survival of the fittest.			
							5	Give two contrasting religious views on abortion	1. Its is murder, only God can give or take life. Its always wrong. 2. In extreme cases it’s the most loving action	Natural resources	Resources which are found in nature – fossil fuels (eg coal, oil, natural gas), plants et		
								6	Give two contrasting religious views on euthanasia	1. Its always wrong because of the sanctity of life 2. If someone has lost quality of life then euthanasia is the most loving action	Pollution	Contamination of an environment with harmful substances	
									7	How do the beliefs on the afterlife impact the beliefs about the value of human life?	Humans want to be good and fulfil their lives such as being stewards so they are rewarded by going to heaven. They reject bad actions to avoid hell.	Quality of life	The standard of health, comfort and happiness/fulfillment experienced by a person or group
										Scientific	Responsibility	Having a duty or obligation to act in a certain way	
											Sanctity of life	Belief that life is sacred/special because it was created by God, or because we are each unique individuals	
												Stewardship	Duty given by God to humankind to look after the created world, and all life within it.



Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.






Origins of the Universe			Origins of human life		Key Vocabulary	
1	What is creationism?		1	What does Christianity say about the origins of human life?	Abortion	
2	Where in the Bible is the creation story?				Afterlife	
3	Give two contrasting views on the creation story		2	What are humans made in?	Animal experimentation	
4	What is the Big bang theory?		3	Give two different interpretations on the story of Adam and Eve	Awe and wonder	
5	Give two reasons the Big Bang and Creationism are different		4	What is the theory of evolution?	Big Bang Theory	
6	What is awe and wonder?		5	Give two reasons evolution and creationism object on another	Death	
Animals and the environment			Medical ethics		Dominion	
1	What is the value of the world?		1	What is the sanctity of life?	Environment	
2	What does stewardship mean?		2	What is the quality of life?	Euthanasia	
3	How does stewardship influence religious followers?		3	What is abortion?	Evolution	
4	What is dominion?		4	What is euthanasia	Natural resources	
5	Give two ways the world is being abused		5	Give two contrasting religious views on abortion	Pollution	
6	Give two religious teachings on animal experimentation		6	Give two contrasting religious views on euthanasia	Quality of life	
7	Give two religious teachings on using animals for food		7	How do the beliefs on the afterlife impact the beliefs about the value of human life?	Responsibility	
					Sanctity of life	
					Scientific	
					Stewardship	



Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.






Revise Like a Beckfooter

Summary: How to flash cards

1  Identify knowledge <p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	2  Colour coding <p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	3  Designing <p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	4  Using <p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	5  Feedback <p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>
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Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: Self Quizzing

1  Identify knowledge <p>Identify knowledge/content you wish to cover.</p>	2  Review and create <p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	3  Cover and answer <p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	4  Self mark & reflect <p>Go back to the content and self mark your answers in green pen.</p>	5  Next time <p>Revisit the areas where there were gaps in knowledge, and include these same questions next time.</p>
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Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Summary: How to create a mind map

1  Identify knowledge <p>Select a topic you wish to revise. Have your class notes/knowledge organisers ready.</p>	2  Identify sub topics <p>Place the main topic in the centre of your page and identify sub topics that will branch off.</p>	3  Branch off <p>Branch of your sub topics with further detail.</p> <p>Try not to fill the page with too much writing.</p>	4  Use images & colour <p>Use images and colour to help topics stick into your memory.</p>	5  Put it somewhere visible <p>Place completed mind maps in places where you can see them frequently.</p>
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Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Summary: Brain dumps

1  Identify knowledge <p>Identify the knowledge/topic area you want to cover.</p>	2  Write it down <p>Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)</p> <p>Give yourself a timed limit (e.g. 10 minutes)</p>	3  Organise information <p>Once complete and you cannot remember any more use different colours to highlight/underline words in groups.</p> <p>This categories/links information.</p>	4  Check understanding <p>Compare your brain dump to your K/O or book and check understanding.</p> <p>Add any key information you have missed (key words) in a different colour.</p>	5  Store and compare <p>Keep your brain dump safe and revisit it.</p> <p>Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.</p>
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Brain dumps are a way of getting information out of your brain.⁵¹

Revise Like a Beckfooter Rewards

Great independent learning and revision are vitally important for your academic success. We have high expectations for everyone because we whole-heartedly believe that you deserve to have the best chances in life.

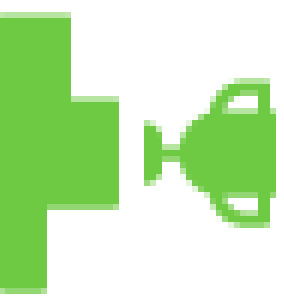
Our **minimum** expectations of KS4 students for their independent learning are as follows:

- **5 revision tasks** per week using the specified revise like a Beckfooter strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

We also recognise that often, students will want to do even more than this, and we want to support and celebrate that achievement with you. The more independent learning/revision you do, the more Class Charts points you will receive

The following rewards are available for those students who commit to their independent learning/revision and go above and beyond expectations:



1 – 2

additional tasks

3 – 4

additional tasks

5

additional tasks

10 points

20 points

50 points