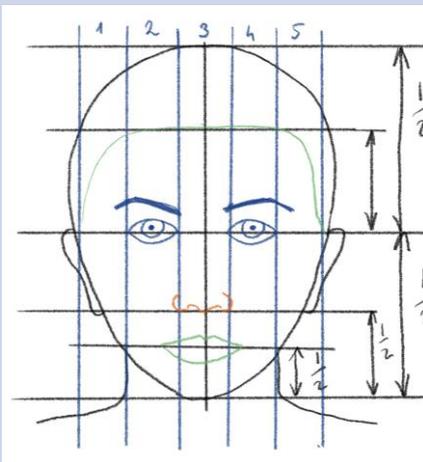


### 1 – Basic proportions of the face

Although all faces are slightly different you will find that most faces fit in the following basic rules:

- The overall head is shaped like an upside down egg
- The eyes are positioned in the middle of the head shape
- The space between the eyes is one eye length
- The bottom of the nose sits halfway between the eyes and the chin
- The lips sit halfway between the bottom of the nose and the chin
- The ears sit between the eye line and the nose line
- The hairline is halfway between the eye line and the top of the head
- The neck width lines up with the outer corner of the eye



### 2 – Definitions

**Tone:** Tone describes how light or how dark something is. "Tones" could refer to black, white and the grey tones between.

The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**.

**Proportions:** The size relationships between different parts. For instance the height compared to the width.

**Icon:** An object or a person regarded as a representative symbol or worthy of respect.

**Narrative art:** Art that tells a story – either as a moment in time or as a sequence of events unfolding over time. Some of the earliest evidence of human art suggest that people told stories with pictures.

### 3 – Grid method

The grid method involves drawing a grid over your reference photo, and then drawing an identical grid on your paper.

Then you copy the image on your paper, focusing on one square at a time, until the entire image has been copied.

Once you've finished, you simply rub out the grid lines, and complete your drawing, which will be now be in perfect proportion!



### 4 – Shepard Fairey

**Frank Shepard Fairey** (born February 15, 1970)

- American contemporary street artist, graphic designer and activist
- Known for his bold iconic style
- Started out by selling his art work on t-shirts and skate boards
- Became involved in the street art scene, putting murals, stickers and posters in public spaces to share his political ideas and beliefs
- Became famous for his Barack Obama "Hope" poster created during the 2008 US Presidential Campaign



### 5 - Definitions

**Composition:** The placement or arrangement of the visual elements, such as figures, words, shapes and so on.

**Activism:** Campaigning to promote social or political change.

**Media:** The materials or tools used by an artist to create a piece of work.

### 6 - Definitions

**Street Art:** Street art is art created in public locations for public visibility. It is often painted illegally, without authorisation.

**Symbol:** A symbol is a mark, sign or word that represents an idea or meaning.

### 1: Hello World

**Graphical User Interface (GUI):** a way to control a software application or hardware device using icons and graphics

**Menu:** A list of options a user can choose from when using software.

**Icon:** A picture or graphic used on a computer screen to help navigate the system

**Sprite:** A 2D graphic, for example to represent a character in a game.

**Event:** An action triggered by a user of the computer system

### 2: Selection and Movement

**Selection:** to choose and do something

**If, then:** To check a choice made and then execute, carry out the assigned code.

**Direction:** The position to look or move to.

**Degrees:** E.g. a compass 90 degrees (right).

### 3: Iteration

**Iteration:** The action of repeating something

**Code:** A set of instructions to be carried out by a computer to perform a specific task.

**(A) Count Controlled Loop:** Repeats the code instructions, X (the count), number of times.

**(B) Condition Controlled Loop:** Repeats the code until told not to (the condition).

**(C) Infinite (Forever) Loop:** Keeps repeating the code constantly until the main program stops.

### 4: Variables, Scoring

**Variable:** A memory location usually in RAM (post box) to store, read or update using code.

**String:** data stored as text e.g.. "abc"

**Integer:** data stored as a whole number e.g. 1,2

**Float, real:** data stored as a decimal e.g. 1.2

**Meaningful naming:** for example calling a variable score e.g. the data contains the score.

### 5: Logic

> Greater than  
 = Equals  
 < Less than  
 + Addition  
 - Subtract  
 \* Multiply  
 / Divide

**AND:** Two items have to be true

**OR:** Only one item needs to be true

### 6: Create, Comment and Test

**Debug:** To look at broken code that is not doing what is expected, diagnose and fix.

**Syntax:** Making sure the code used is correctly formatted. Usually all in lowercase

**Error:** Something preventing a program from working.

**Screenshot:** To take a picture of code to help with development and debugging.

**Code comments:** Remembering or sharing code, with comments makes it easier to understand.

### 1: Non Verbal Communication (NVC)

**body language:** the way movements, posture and gestures can show how someone feels without speaking.

**facial expression:** the appearance, mood or feeling conveyed by a person's face

**gesture:** a movement made by part of the body (e.g. arms, head) to convey a character's emotions

**gait:** a person's manner of walking

**mime:** the use of movements, gestures and facial expressions to communicate an idea without words

**pace:** the speed at which something happens or is done

**posture:** the position a character holds themselves in when sitting or standing

### 2: Origins or Melodrama

**Melodrama** refers to a genre of theatre that features unbelievable plots, extreme emotions and exaggerated acting. The effect is often heightened using incidental music and **dramatic pauses**. Melodramas often incorporate **stock characters**.

**dramatic pause:** a beat of silence with no or little background sound that is used to heighten the anticipation or tension in a scene

**stock character:** a character who is based on a common stereotype

**emotional range:** the ability to express and portray a range of emotions in a scene

### 3: Theatrical Skills

**tension:** a situation or feeling of suspense or uneasiness

**cross-cutting:** when two or more scenes take place at different times or in different places are performed on stage at the same time

**split stage:** when the stage is split into different areas representing different places or times

**aside:** a comment which a character makes to another character or the audience (the rest of the characters on stage can't hear them)

**cliffhanger:** a dramatic and exciting end to a performance, leaving the audience in suspense

**stage combat:** a technique in theatre designed to create the illusion of physical combat without causing harm to the performers

### 4: Soap Operas

One of the most well known features of the melodramatic genre is the Soap Opera. Soap Opera is a phrase first coined in the 1930s in the USA. It was used to describe radio series that were sponsored by the manufacturers of soap powder; hence 'soap'. The 'opera' part came from the fact that they were about dilemmas and other dramatic or melodramatic situations.

#### **Typical Soap Opera Conventions**

- British soap operas aim to portray realistic storylines.
- It is a serialised drama that usually runs week-in, week-out, all year round.
- The plots are open-ended and usually many storylines are featured or even interlinked in an episode.

1: Free Time Activities

écouter	to listen	les comédies	comedies
jouer	to play	les informations	the news
regarder	to watch	la météo	the weather
télécharger	to download	les émissions...	TV shows...
des clips vidéo	video clips	... de sport	...about sport
aux jeux vidéo	video games	... de télé-réalité	...reality TV
des films	films	... musicales	...about music
des podcasts	podcasts	les films...	films...
des chansons	songs	... d'action	... about action
de la musique	music	... d'amour	...about love
des séries	series	... fantastiques	...about fantasy
en ligne	online	les dessins-animés	cartoons
sur...	on...	les livres....	books...
Internet	the internet	d'épouvante	... about horror
mon ipad	my ipad	les romans...	novels...
mon ordinateur	my computer	... fantastiques	...about fantasy
mon portable	my mobile	... policiers	...about crime
ma tablette	my tablet		

2: Opinions

j'adore	I love	amusant/e	funny
j'aime	I like	barbant/e	boring
je déteste	I hate	divertissant/e	entertaining
je n'aime pas	I don't like	effrayant/e	scary
		émouvant/e	moving
j'aime bien	I quite like	fascinant/e	fascinating
je préfère	I prefer	génial/e	great
		idiot/e	stupid
parce que c'est	because it is	nul/le	rubbish
car c'est	because it is	passionnant/e	exciting
		très	very
mon film préféré, c'est...	my favourite film is...	un peu	a bit

When talking about something which you like or don't like to do, the opinion phrase must be followed by the infinitive form of the verb. For example:  
 j'aime regarder les films d'action = I like to watch action films  
 je déteste lire les BDs = I like reading comics

3: ER verbs

The 'er' verbs in French are a group of verbs which all have the same endings in the present tense.

To conjugate these verbs, you remove the 'er' from the infinitive and add a different ending (to match the person who is doing the verb). For example:

jouer	to play
je joue	I play
tu joues	you play (singular/informal)
il joue	he plays
elle joue	she plays
on joue	we play
nous jouons	we play
vous jouez	you play (plural/formal)
ils jouent	they play (masculine)
elles jouent	they play (feminine)

4: Faire (to do/make)

The verb 'faire' (to do/make) is irregular. It does not follow any usual pattern, so we need to learn it off by heart.

faire	to do
je fais	I do
tu fais	you do (singular/informal)
il fait	he does
elle fait	she does
on fait	we do
nous faisons	we do
vous faites	you do (plural/formal)
ils font	they do (masculine)
elles font	they do (feminine)

e.g. je fais des achats = I do online shopping  
 je fais des activités = I do activities  
 je fais des quiz = I do quizzes

5: Negatives and Time Expressions

To say 'not', 'don't' or 'never' in French, you need to use a negative. In French, negatives go around the verb:

ne ... pas = don't/not      ne ... jamais = never

For example:

je ne regarde pas = I don't watch  
 je ne regarde jamais = I never watch  
 je n'écoute pas = He doesn't listen

d'habitude	usually	une fois...	once...
parfois	sometimes	deux fois...	twice...
quelquefois	sometimes	...par mois	per month
souvent	often	...par semaine	per week
tous les jours	every day		

de temps en temps      from time to time  
 en ce moment          at the moment

6: Near Future Tense

To form the near future tense we use the verb aller plus an infinitive verb.

aller	to go	
je vais	I am going	I go
tu vas	you are going	you go
il/elle va	he/she is going	he/she goes
nous allons	we are going	we go
vous allez	you (pl) are going	you (pl) go
ils/elles vont	they are going	they go

For example:

je vais utiliser mon portable = I am going to use my phone  
 nous allons chatter = we are going to chat  
 je ne vais pas lire un livre = I'm not going to read a book

We use ce sera (it will be) to give opinions in the near future.

## 1: Historical Context

George Orwell's *Animal Farm* is an **allegory** for the **Russian Revolution** in 1917.

- The peasants and working class people of Russia revolted against the government of Tsar Nicholas II.
- They were led by **Vladimir Lenin** and a group of revolutionaries called the **Bolsheviks**. Together they created a new communist government and Russia became known as the **Russian Soviet Union**.
- **Communism** is a political philosophy in which a country is run on the idea of common ownership. This means that all industry and production is controlled by the government. It also means that there is no class system.
- The Bolshevik party had two Russian leaders: **Joseph Stalin** and **Leon Trotsky**. However both leaders disagreed with each other's ideas about Communism and how Russia should be run.
- As Stalin gained popularity, Trotsky was **exiled**. Soon after Stalin became **dictator** of Soviet Russia and Stalin himself became a **tyrant**.
- Stalin used **propaganda** to maintain power over his people. Propaganda is the use of media and information to promote a political cause or point of view. In Stalin's case, propaganda was used to portray him as a strong and powerful military leader.

## 2: Terminology

**Allegory:** an allegory is a story in which the characters and events are symbols of something else, often political.

**Cyclical Structure:** when the conditions at the end of a story are in some way the same as they are at the beginning.

**Symbolism:** the use of symbols to present ideas or themes.

**Dramatic Irony:** when a character's words or actions is clear to the audience or reader although unknown to the character.

**Anthropomorphism:** when human characteristics or behaviour are assigned to a god, animal, or object in a narrative.

## 3: Vocabulary

**Revolution (noun):** the overthrow of a government or system, in favour of a new system.

**Dictator (noun):** a ruler with total power over a country, typically obtained through force.

**Tyrant (noun):** a cruel and brutal leader.

**Tyrannical (adj.):** to act like a tyrant.

**Oppression (noun):** prolonged and unjust control of an authoritative power.

**Democracy (noun):** a system of government which is elected fairly by citizens of the state.

**Exile (noun):** the state of being banned from one's country, for political reasons.

## 4: Grammar: Exclamatory sentences

An exclamation is a sentence which shows that a person's feelings have been heightened. For example the speaker or writer has been shocked, impressed, surprised, horrified or delighted. A special punctuation mark is used to highlight this heightened emotion: **the exclamation mark (!)**.

Any type of sentence can be uttered with a strong tone of a voice and to show this in writing, you would use an exclamation mark:

**Statement: You played that brilliantly!**

**Command: Sit down now!**

**Exclamation: Oh dear!**

**Exclamation: What a lovely day it is!**

1: Location of the Middle East	2: Climates of the Middle East	3: Adaptations to the Middle East
<ul style="list-style-type: none"> <li>· <b>Latitude</b>—This is a horizontal line that measures distance north and south of the <b>Equator</b>.</li> <li>· The Middle East is located at the <b>cross-roads</b> between Europe, Asia and Africa.</li> <li>· The Middle East is located in the <b>continent</b> of <b>Asia</b>. It is to the east of Europe, to the north east of Africa and it is the most westerly region of Asia.</li> <li>· The Middle East is comprised of <b>18 countries</b> including; Saudi Arabia, Iran, Iraq and Turkey.</li> <li>· <b>371 million people</b> live in the Middle East.</li> <li>· <b>60 different language</b> are spoken.</li> </ul>	<p>The <b>equator</b> is the hottest area on earth. This is because the earth is curved so the equator is closest to the sun and gets stronger rays. This effects the climate.</p> <p>The South of the Middle East is a <b>Hot Desert</b> which is a dry, often sandy region with little rainfall, <b>extreme temperatures</b>, and <b>sparse vegetation</b>.</p> <p>The North of the Middle East has <b>hot dry</b> summers when the weather is similar to a desert. Winters are <b>warm</b> and <b>wetter</b>.</p> <p>In the Middle East temperatures reach <b>52 degrees Celsius!</b></p>	<p><b>Adaptation</b>—This is a change to a behaviour In the Middle East people have to adapt to <b>hot and dry temperatures</b>.</p> <p>During the summer in the Middle East it can be <b>dangerous</b> to spend more than 4 hours outside. Heat stroke and dehydration can be deadly!</p> <p><b>Nomadic</b> – moving around and not settling in one location.</p> <p>The <b>Bedouin people of the Middle East</b> are nomadic and live in the desert.</p> <p>The modern world <b>threatens</b> the Bedouin lifestyle.</p>
4: Resources in the Middle East	5: Economic Opportunities in the ME	6: Conflict in the Middle East
<p><b>Primary Resources:</b> The Middle East currently holds <b>48%</b> of the world’s oil reserves and <b>43%</b> of the world’s natural gas. <b>Over 50%</b> of China’s crude oil comes from the Middle East.</p> <p><b>Economic-</b> related to jobs and money.</p> <ul style="list-style-type: none"> <li>• Oil and Gas has created <b>economic growth</b> in the Middle East. The economy of the UAE has grown by <b>231 times</b> since 1971.</li> <li>• But their economies are reliant on two products — oil and gas. Cities need to <b>diversify</b> to include the service industry and tourism like in in Dubai.</li> </ul>	<p><b>Opportunity</b>—This is where you change something for the better.</p> <p>Employment is changing in the Middle East from <b>primary</b> based jobs to an economy based on <b>tertiary industries</b>.</p> <p>Tertiary jobs – providing a service e.g. <b>tourism</b> and <b>finance</b>.</p> <p>An example of this change in <b>economic structure</b> is the UAE.</p> <p>Before oil was found in the 1970s the <b>HDI</b> of the UAE was 0.60 but after economic development it is now 0.86.</p>	<p><b>Conflict</b>—This is a disagreement between countries.</p> <p>The <b>Middle East</b> is an area where there has been <b>conflict</b>. From the war in <b>Iraq</b> to the ongoing war in the <b>Yemen</b>.</p> <p>Over <b>100,000 people</b> have died in the conflict.</p> <p><b>17 million people</b> are at risk of <b>famine</b> in the Yemen due to the fighting.</p> <p>The war is between two different ethnic groups. The <b>Shia Muslim Houthi</b> movement and the <b>Sunni Muslim</b> groups who back President Hadi.</p>

1 – Towns and Cities	2 - Working and Living conditions	3 – Local History – Halifax
<ul style="list-style-type: none"> <li>A change from <b>agricultural</b> work to <b>industrial</b> work and a move from domestic industry to factory work saw a shift in the population. They moved from living in the countryside to living in the towns and cities</li> <li>In 1750, only about 15% of the population lived in towns. By 1900 it was 85%.</li> <li>By 1900, London had 4.5 million inhabitants.</li> <li>The biggest other towns were Glasgow with 760,000 inhabitants and Liverpool with 685,000.</li> </ul> <p><b>Key Dates:</b></p> <ul style="list-style-type: none"> <li><b>1750</b> – The Industrial Revolution is considered to have begun.</li> </ul> <p><b>Language of the Lesson:</b> <b>revolution</b> - the overthrowing of a system</p>	<ul style="list-style-type: none"> <li>Working hours were usually 12 -14 hours a day.</li> <li>Wages were low. Male factory workers were paid 15 shillings (75p) a week but women and children were paid much less.</li> <li>Workers were punished in the factories for any disobedience or not working hard enough. Accidents were common.</li> <li>Industrial towns grew rapidly and were overcrowded. There were no laws about basic standards for housing, sewage and water supply. In the slum areas of cities, diseases could be linked to poor sanitation (cholera) and poor housing (TB) while others were spread by body lice (typhus).</li> </ul> <p><b>Language of the lesson:</b> <b>industry</b> – factories which usually transform raw materials into goods</p>	<ul style="list-style-type: none"> <li>The population of Halifax grew 400% in 100 years – from 6,000 to 25,000!</li> <li>In 1843 Halifax was described as a “mass of little, miserable, ill-looking streets, jumbled together in chaotic confusion”</li> <li>Edward Akroyd (1810-1887) carried on his father’s textile business and he established mills at Haley Hill in Halifax and then at Copley. He believed it was his Christian duty to look after his fellow man.</li> <li>In the mid-1850s, he helped found the Yorkshire Penny Bank to encourage workers to save and to promote home ownership through his model village, Akroydon.</li> </ul> <p><b>Language of the lesson:</b> <b>textile</b> – a type of cloth or woven fabric</p>
4 – Inventions and Transport	5 – Political Unrest	6 – Women’s Suffrage
<ul style="list-style-type: none"> <li>Many new inventions focused on the textile industry where new inventions made more goods, quickly and cheaply.</li> <li>The steam engine enabled more water to be pumped out of coal mines so they could dig deeper under ground. Scottish engineer James Watt developed the steam engine further.</li> <li>Transport also improved with developments on the roads, canals and railways.</li> </ul> <p><b>Key Dates:</b></p> <ul style="list-style-type: none"> <li><b>1770</b>- James Hargreaves Spinning Jenny for spinning wool or cotton.</li> <li><b>1771</b>- Richard Arkwright starts his own factory at Cromford.</li> </ul> <p><b>Language of the Lesson:</b> <b>transport</b> – anything that moves something around</p>	<ul style="list-style-type: none"> <li><b>1811</b> factory workers in the North went into factories and smashed the new machines that were replacing people’s jobs. They were known as <b>Luddites</b>.</li> <li><b>August 1819</b> a large crowd gathered at St Peter’s field Manchester to try and get ‘Votes for all’. Local magistrates sent in soldiers on horseback, 11 people were killed and over 400 injured. The events shocked the nation and people began to refer to it as the ‘<b>Peterloo Massacre</b>’.</li> <li>In <b>1836</b> a new campaign group was formed - ‘<b>The Chartists</b>’ most simply wanted change but some wanted to take over the country and change it by force. They issued a list of six demands ‘<b>The People’s Charter</b>’</li> </ul> <p><b>Language of the Lesson:</b> <b>reform</b> - to make changes to something</p>	<ul style="list-style-type: none"> <li><b>1897</b> – National Union of Women’s suffrage societies is formed (NUWSS) called the <b>suffragists</b>. Led by Millicent Fawcett they were a non-violent group who used peaceful methods.</li> <li><b>1903</b> - Women’s Social and Political Union is formed (WSPU) called <b>suffragettes</b>. Led by Emmeline Pankhurst they were a militant group who used violent and often illegal methods.</li> <li>They were both campaigning for the right for women to vote on equal terms with men.</li> </ul> <p><b>Key Dates:</b></p> <ul style="list-style-type: none"> <li><b>1918</b> – Women over thirty are given the right to vote.</li> <li><b>1928</b> – All women over 21 are given the right to vote.</li> </ul> <p><b>Language of the Lesson:</b> <b>democracy</b> - the right of people in a country to vote on who represents them</p>

1. Times Tables	2. Ratio	3. Circles
<p><math>7 \times 1 = 7</math>                      <math>7 \times 7 = 49</math></p> <p><math>7 \times 2 = 14</math>                     <math>7 \times 8 = 56</math></p> <p><math>7 \times 3 = 21</math>                     <math>7 \times 9 = 63</math></p> <p><math>7 \times 4 = 28</math>                     <math>7 \times 10 = 70</math></p> <p><math>7 \times 5 = 35</math>                    <math>7 \times 11 = 77</math></p> <p><math>7 \times 6 = 42</math>                    <math>7 \times 12 = 84</math></p>	<p><b>Ratio</b> - a part to part comparison <i>The ratio of a to b is written as a:b</i></p> <p><b>Parts</b> - You say the ratio 2:5 as “two to five” <i>This means for every 2 <b>parts</b> of one thing, there are 5 of another</i></p> <p>“:” is called a <b>colon</b></p> <p><b>Unit ratio</b> - in the form 1:n <i>Unit ratios are useful for making comparisons</i></p> <p>In ratios, all parts are of <b>equal size</b> This allows us to <b>share</b> quantities into given ratios</p> <p><b>Proportion</b> – when two ratios or fractions are equal</p>	<p><b>Perimeter</b> - the sum of all sides of a 2D shape</p> <p><b>Circumference</b> - the perimeter of a circle. It is the length around the edge of a circle.</p> <p><b>Arc</b> - a section of the circumference</p> <p><b>Diameter</b> - a straight line passing from one side of the circle to the other through the centre</p> <p><b>Radius</b> - the distance from the centre of the circle to the circumference. It is half the diameter.</p> <p><b><math>\pi</math> Pi</b> - how many times bigger the circumference is compared to the diameter</p> <p><b><math>\pi = 3.14</math></b> to two decimal places</p> <p><b>Semi-circle</b> - half of a circle</p>
4. Proportion	5. Fractions 1	6. Fractions 2
<p><b>Double</b> - to multiply by 2 <b>Treble</b> - to multiply by 3</p> <p><b>Currency</b> - the money used by a country. <i>Sterling is the British currency</i></p> <p><b>Conversion rate</b> - the ratio between two currencies. <i>e.g. £1 = \$1.20</i></p> <p><b>Similar shapes</b> - have corresponding sides that are proportional and corresponding angles are equal</p> <p><b>Scale factor</b> - the ratio of two corresponding sides <i>e.g. the scale factor between these two rectangles is 3, as <math>15 \div 6 = 3</math> and <math>6 \div 2 = 3</math></i></p>	<p><b>Numerator</b> - the top number in a fraction. It tells us how many parts we have</p> <p><b>Denominator</b> - the bottom number in a fraction. It shows how many parts the item has been split into.</p> <p><b>Unit fractions</b> - have the numerator as 1 e.g. <math>\frac{1}{4}</math></p> <p><b>Non-unit fractions</b> - have a numerator that is greater than 1 e.g. <math>\frac{5}{7}</math></p> <p><b>Mixed number</b> - has a whole part and a fractional part <i>e.g. <math>5\frac{3}{7}</math></i></p> <p><b>Improper fraction</b> - has a numerator is greater than the denominator e.g. <math>\frac{7}{4}</math></p> <p><b>Equivalent fractions</b> - have the same value. E.g. <math>\frac{3}{5} = \frac{9}{15}</math></p>	<p><b>Product</b> - when you multiply two or more numbers the answer is the product e.g. <math>5 \times 7 = 35</math>    <i>35 is the product</i></p> <p><b>Square</b> the product of a number and itself <i>e.g. <math>7^2 = 7 \times 7 = 49</math></i></p> <p><b>Commutative</b> - where a calculation can be done in any order to give the same result <i>Multiplication is <b>commutative</b> as <math>3 \times 5 = 15</math>, and <math>5 \times 3 = 15</math></i></p> <p><b>Quotient</b> - the result of a division <i>e.g. <math>70 \div 10 = 7</math>, 7 is the quotient</i></p> <p><b>Reciprocal</b> - one of a pair of numbers that when multiplied together equals 1 <i>e.g. the reciprocal of 3 is <math>\frac{1}{3}</math> because <math>3 \times \frac{1}{3} = 1</math></i></p>

**1: West African Drumming**

**cyclic rhythm:** rhythms which are repeated over and over.

**polyphonic:** many sound playing at the same time

**polyrhythm:** many rhythms playing at the same time

**call and response:** a musical conversation between a single performer and a group of performers.

**Master Drummer:** the lead drummer in an African drumming circle. The person responsible to indicate the different sections of the music.

**2: Samba Music**

**syncopation:** the emphasis on the weak beat of the bar. Sounds off-beat.

**regular rhythms:** rhythms that are played on the beat.

**Sambista:** the leader of a samba band.

**break:** a section of a samba piece with call and response.

**groove:** a section of the samba made up of multiple ostinatos.

**unison:** when all performers play the same line of music together.

**3: Indian Music**

**improvisation:** the spontaneous and creative performance of music.

**Raga:** the range of pitches used in Indian composition.

**Tala:** the different rhythms used in Indian music.

**drone:** when a note or chord are played continually through a piece of music.

**tabla:** small drum usually responsible for playing the tala.

**4: Performance**

**ensemble:** a group of musicians.

**structure:** the different sections of a piece of music.

**cross-rhythm:** when two conflicting rhythms are played together.

**aural tradition:** when music is learnt through listening and repeating.

### 1 – The life of Guru Nanak

**Guru Nanak** founded **Sikhism**. He was born into a **Hindu** family in 1469, and he showed interest in religion from an early age.

He argued against some of the Hindu traditions that he was meant to follow, and instead thought it was important to focus on ones **relationship** with God.

When he was 30 years old, Nanak went through a **religious experience**. He disappeared into a river for three days, and emerged unharmed.

Following this, he said that he had felt the **power** of God and that he felt strongly in a belief in just **one God** (in contrast to the Hindu belief in many deities). He spent the rest of his days travelling and spreading his message.

### 2 – Sikh belief in God

Sikhs believe in **one God**, meaning that they are **monotheists**. God is not viewed as being either male or female, and is addressed in many different ways.

The opening prayer in the Sikh holy book (the **Guru Granth Sahib**) is called the **Mool Mantar**. This was written by Guru Nanak and contains the **essence** of Sikhism and describes the **attributes of God**: “There is One Being who creates, nurtures and destroys”.

One Sikh name for God is **Waheguru** which means ‘**wondrous enlightener**’. Sikhs believe that, in a spiritual sense, Waheguru is the one who **removes darkness and brings light**.

### 3 – The Gurus part 1

There were **10 Sikh gurus** in total, living from the 15<sup>th</sup> to the 18<sup>th</sup> centuries. Guru Nanak was the first, and the remaining **9 gurus** taught following him, one after the other.

- 1. Guru Angad** was Nanak’s **successor** and he focused on the work that Nanak had already started. He valued **education** and fought for the right of every adult and child to learn.
- 2. Guru Amar Das** is remembered as being the guru who fully committed the faith to **the Langar** (the free kitchen open to all).
- 3. Guru Ram Das** established the **Sikh wedding ceremony** and founded the holy city of **Amritsar** in India. Within this city is the **Golden Temple** – a place of Sikh **pilgrimage**.
- 4. Guru Arjan** collected the writings of the gurus that had come before him, and was well known for respecting people of all faiths.

### 4 – The Gurus part 2

- 1. Guru Har Gobind** was the son of Guru Arjan. He carried two **swords**: one represented his authority on Earth, and the other represented his spiritual authority.
- 2. Guru Har Rai** was a man of peace who discouraged the slaughter of animals.
- 3. Guru Har Krishan** was the youngest ever guru, and he was appointed to the role at the age of 5. As part of his role, he travelled to Delhi where he contracted smallpox and died at the age of 8.
- 4. Guru Tegh Bahadur** is remembered for standing up to an emperor who was forcing people to **convert** to Islam. He tried to encourage the emperor to allow people to follow their own faith. He was killed for standing up for this belief.
- 5. Guru Gobind Singh** was the **final human guru**.

### 5 – The Guru Granth Sahib

Sikhs believe that the final guru was sent to be the **eternal guru**. It is their holy book: the **Guru Granth Sahib**. Sikhs treat the book with the same **respect** that they would do any living guru.

They never turn their backs on the book, they remove their shoes and cover their heads in its presence, and no one is allowed to sit higher than the Guru Granth Sahib.

The book contains **holy writings** from Hindus and Muslims, because Sikhs think that God’s **universal truths** are not limited to one religion.

Sikhs believe that the Guru Granth Sahib can answer any questions they have, if they read it in the right way.

### 6 – The Khalsa

The **Khalsa** is the community of Sikhs who have **committed** to being a dedicated member of the religion. It was founded by the 10<sup>th</sup> guru: **Guru Gobind Singh**.

The Khalsa started when a group of Sikhs willingly entered a tent where they thought they would die, but they were willing to do this for their faith. Sikhs who want to join the khalsa now take part in an **Amrit ceremony**. This takes place in a **Gurdwara** and they must take **vows** where they promise to accept the rules and responsibilities of the Sikh community.

Once they are part of the khalsa, Sikhs must keep the **5 Ks**.

Key Word	Definition	Example Sentence
Religious Experience	An experience where someone feels that they have experienced God or a higher power.	Guru Nanak had a religious experience in the three days that he was missing in the river. He felt God spoke to him.
Monotheism	A belief in one God.	Sikhs are monotheistic. They believe that there is just one God.
Mool Mantar	The Sikh statement of belief. The opening words of the Guru Granth Sahib.	The Mool Mantar teaches Sikhs about the nature of their one God.
Waheguru	One of the many Sikh names for God. It is pronounced 'va-hi-goo-roo'.	Waheguru means 'wondrous enlightener' and teaches Sikhs that God removes darkness and brings light.
Langar	A community kitchen found in every Gurdwara, where anyone is able to eat a free meal.	The langar serves vegetarian food to anyone who wants it; regardless of religion.
Amritsar	A city in the state of Punjab, in northern India.	Amritsar was founded by Guru Ram Das and it is where the Golden Temple is found.
Pilgrimage	A special journey with a religious significance.	Some Sikhs go on pilgrimage to the Golden Temple in Amritsar.
Convert	To change to something new.	Someone who changes from one religion to another is known as a convert.
Eternal	Never ending.	The eternal guru is a teacher who lasts forever.
Universal truth	A statement which is relevant and true at all times.	Sikhs believe that their God teaches them the truth about the world, but this also links with Islam and Hinduism.
Khalsa	The community of committed Sikhs.	Joining the khalsa can be a very important part of a Sikhs life. A time when they become fully committed to the religion.
Amrit ceremony	The ceremony Sikhs go through to become part of the Khalsa.	Amrit ceremonies always take place in the Gurdwara.
Gurdwara	The Sikh holy building / temple.	Sikh communities gather at the Gurdwara for worship and for social events in the langar.
Vows	A promise.	Sikhs vow to follow the rules and responsibilities of their faith when they join the Khalsa.

1: Biology - Reproductive System		3: Chemistry - The Periodic Table		5: Physics - Light Waves	
<b>organism</b>	any living thing	<b>group</b>	a <b>column</b> of chemical elements	<b>transverse wave</b>	a wave where the direction of vibrations are 90° to the direction of the wave
<b>function</b>	the role or job of a cell or organ	<b>period</b>	a <b>row</b> of chemical elements	<b>vacuum</b>	a volume of space where there is no matter (particles)
<b>testes</b>	part of the male reproductive system that produces sperm	<b>property</b>	a characteristic that you can see or describe	<b>speed of light</b>	light travels at 3x10 <sup>8</sup> m/s (300 000 000 m/s)
<b>ovaries</b>	part of the female reproductive system that produces eggs	<b>reactivity</b>	how easily substances will react with each other	<b>specular reflection</b>	reflection off a smooth surface in one direction
<b>uterus</b>	part of the female reproductive system where an embryo develops into a foetus	<b>inert</b>	chemically unreactive	<b>diffuse scattering</b>	reflection off a rough surface in many directions
<b>gamete</b>	a sex cell	<b>trend</b>	<i>a pattern observed in a set of results</i>	<b>absorption</b>	light is taken in by an object
<b>reproduction</b>	the production of offspring	<b>noble gases</b>	group 0 gases which are chemically unreactive (inert)		
		<b>halogen</b>	group 7 non-metals		
2: Biology - Fertilisation and Birth		4: Chemistry - Metals and Non-metals		6: Physics - Reflection of Light	
<b>ovulation</b>	the release of an egg	<b>conductivity</b>	a measure of how easily electrical charge or heat can pass through a material	<b>normal</b>	a dotted line drawn 90° to the plane of the surface
<b>fertilisation</b>	the moment at which the nucleus of a sperm cell fuses with the nucleus of an egg cell	<b>density</b>	how much mass (particles) is in a set volume of an object	<b>incident ray</b>	a ray of light that meets the surface
<b>embryo</b>	a ball of cells that divide after fertilisation	<b>metal oxide</b>	chemical compound formed between a metal and oxygen	<b>reflected ray</b>	a ray of light that bounces off the surface
<b>foetus</b>	an unborn baby of more than 8 weeks	<b>appearance</b>	how something looks	<b>angle of incidence</b>	the angle formed between the incident ray and the normal
<b>gestation</b>	the period of time an animal is pregnant	<b>prediction</b>	<i>using scientific evidence to make a statement about what will happen in an investigation</i>	<b>angle of reflection</b>	the angle formed between the reflected ray and the normal
<b>placenta</b>	an organ that attaches the uterus during pregnancy			<b>protractor</b>	<i>piece of mathematical equipment that is used to measure angles of incidence and reflection</i>

## 1: Hygiene

**Cleaning-** clean up work areas as you work. Make sure you use separate utensils for raw and cooked food.

**Chilling-** make sure you store food correctly. Raw foods at the bottom of the fridge and cooked or ready to eat foods at the top. Keep fridge door shut as much as possible to retain temperature (0-5 degrees C)

**Cooking-** cook food properly. Make sure internal temperature of food has reached at least 75 degrees C for at least 2 minutes. Use a food probe on high risk foods.

**Cross contamination-** when bacteria from one food transfer onto another. To avoid this keep hands, utensils and work areas clean and separate for raw and ready to eat foods.

**Physical contaminant-** when a physical item falls into food e.g. a finger nail, hair or piece of jewellery.

**Chemical contaminant-** when chemicals find their way into food. This can be during production but often by carelessness when storing foods and using cleaning products. Too much washing up liquid left on the pots can cause chemical contamination!

## 2: Glossary

Balanced- making sure there is a variety in our diets and the quantities are correct.

Saturated fat - animal fats that clog up our arteries.

Unsaturated fat - 'good fats' that come from plants

Simple carbohydrates – sugary foods that contain fast releasing energy that burns off quickly.

Complex carbohydrates – starchy foods containing slow releasing energy that keeps us going.

Amino acids- essential protein which our body needs for growth and repair

HBV- ( high biological value )proteins which contain all the essential amino acids.

LBV- (low biological value) proteins with DO NOT contain all the essential amino acids.

### 3: The Eat Well Guide

