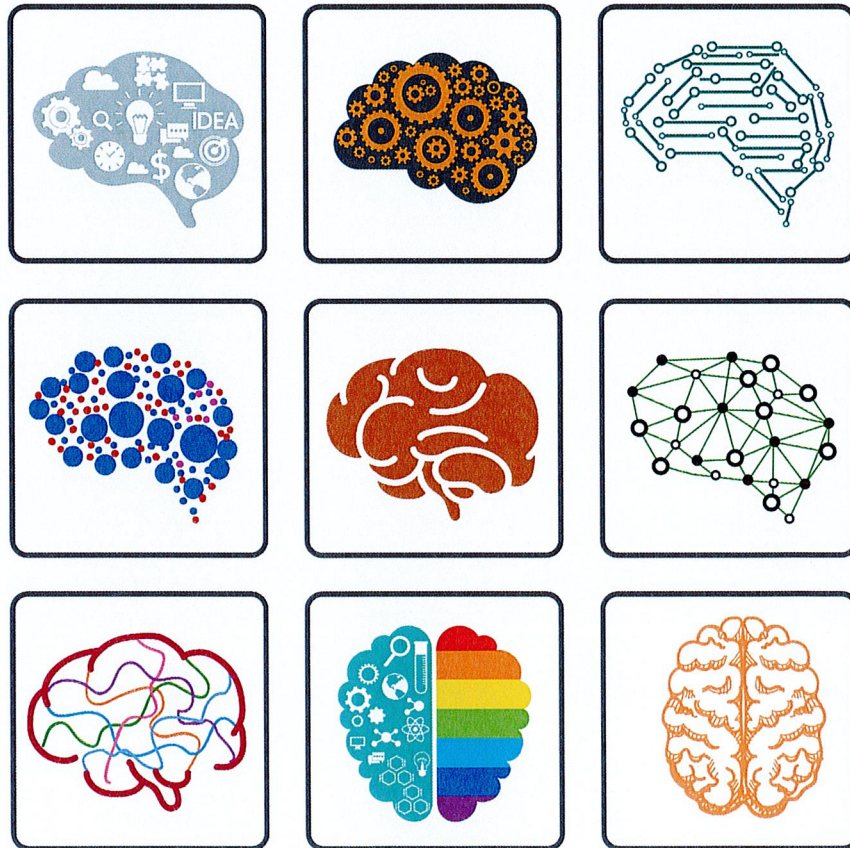


Waseley Hills High School

Y7 Foundation Subjects **KNOWLEDGE ORGANISERS**



What are knowledge organisers?

Knowledge organisers contain essential, fundamental knowledge that you **MUST** know in order to be successful in Year 7 and subsequent years. Knowledge organisers will help you to recap, revisit and revise what you have learnt in lessons, enabling you to move the knowledge from your short-term memory to your long-term memory.

Knowledge organisers are also designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as your GCSEs that you will sit in the future.

How can I access the knowledge organisers?

Each subject area has created a knowledge organiser for the topics you will cover over the year. This booklet contains the knowledge organisers for Art, Drama, IT, RPE and Music. It is important that you keep all of your knowledge organisers somewhere safe, because the knowledge required in Year 7 will also be needed in Years 8-11.

How will the knowledge organisers be used?

You will use your knowledge organisers at times in class, but you will mainly use them to support you with your homework. Most of the time, your teachers will give you specific tasks focused on using your knowledge organiser for your homework, but sometimes they may allow you to pick a way of using them to help revise for a topic.

Knowledge Organisers are very useful in developing your confidence at home with topics you have covered in class. Your teacher will test your understanding of the key knowledge through the Do Now activity in your lessons.



Year 7 Drama: Gates of Roshomon

Knowledge Organiser

Creating:

Character: a person from a story, play or novel. We can create our own fictional characters from various stimuli.

Narrative: this is a storyline or details of a series of events. Often the narrative is chronological – meaning it follows normal linear time however sometimes in drama our narrative can jump between different times and events.

Rehearsal: this is where we revisit and practice the work we have created. Re'hear'sal is a good way to look at this, every time we practice we should re-hear our work and think if there is anything we can do better.

Responding

Evaluation: this is where we consider what the strengths and weaknesses are of our rehearsal process and our performance. We use specific examples to support our points.

Dramatic Conventions:

Tableau: this is a still image that represents a moment in time, a character, a setting or a theme. The key to a tableau is that it is 'frozen' meaning the actors do not move.

Hymn Hands: this is a physical theatre convention in which a series of hand gestures are used to represent or communicate meaning.

Flashback: this is where we 'go back in time' in our narrative and revisit an event that happened earlier.

Cross Cutting: this is where we switch between two different scenes that are happening at the same time but in a different location.

Performing:

Vocal Skills: we can vary the volume and pace of our voice to show how our character is feeling.

Physical Skills: we can use gestures (hands), facial expression and our body language to show how our character is feeling and how they feel about others.

Audience aware: this is where we make sure that all audience members can see all of the action on stage. We make sure we are not blocking the line of sight to any action by considering our use of space.



Year 7 Drama: Gates of Roshomon

Knowledge Organiser

V O C A B U L A R Y

| Word | Definition | Synonyms | Antonyms | Etymology |
|-----------|---|--|---------------|--|
| Character | A person in a novel, play, or film: | Person Role Part | Nobody | Character-actor , one who specializes in characters |
| Narrative | A spoken or written account of connected events; a story | Account Story Tale Chronicle | Rambling | From Old French <i>narracion</i> "account, statement, a relating, recounting, narrating, <i>narrative</i> tale |
| Rehearsal | A practice or trial performance of a play or other work for later public performance | Practice Try-out Read-through | Completion | From rehearse + -al (2), or from Old French <i>rehearsal</i> "a repeating." |
| Tableau | A group of models or motionless figures representing a scene from a story or from history | Picture Painting Representation | Action | "A picturesque or graphic description or picture," from French <i>tableau</i> "picture, painting" (12c.) |
| Flashback | A scene in a film, novel, etc. set in a time earlier than the main story: | Memory Recollection Reminiscence | Flash Forward | From verbal phrase (1902), from flash (v.) + back (adv.). Movie plot device sense is from 1916. |



KNOWLEDGE ORGANISER

| Core Knowledge | | | |
|----------------|--|------|--|
| 1. | ICT = Information Communication Technology. (It used to be called IT before= (Information Technology) | 7. | On social media, it is quite easy to make comments from behind a screen and not think about the impact that it has on the person receiving the comments. We need to think about our actions before we make comments. It is against the law to make discriminatory comments towards anyone, this includes cyberbullying. |
| 2. | Strong password is vital to have. Examples of what makes a strong password are: 1. Minimum of 8 characters 2. Combination of letters, numbers and symbols 3. Not easy to guess E.g. p@ssw0rd and 9FishCloudRoad23 | 8. | Cyberbullying is 'Someone who uses the internet to harm or frighten another person, especially by sending them unpleasant messages.' |
| 3. | Health and safety law protects us in making sure we are provided with the following facilities to ensure there is no damage to our health from using computer devices during prolonged amount of time: 1. adjustable screens 2. adjustable chairs 3. footrests 4. correct lighting 5. regular eye tests | 9. | <u>Cyberbullying</u> -Online bullying can be very overwhelming as it can happen anywhere, or at any time, on your phone or other devices. Below are some tips for you: 1. Don't blame yourself 2. Don't retaliate 3. Save the evidence 4. Talk to a trusted adult 5. Report, block, mute 6. Remember you are not the issue 7. Be an upstander if you see online bullying happening |
| 4. | Email etiquettes are very important when sending an email to people, especially when sending professional emails. Email etiquettes are rules of how to send an email. | 10. | When making a presentation for an audience, always consider: 1. Age of your audience 2. Purpose of the presentation 3. Accessibility 4. House style |
| 5. | Personal information is information that identifies you as an individual and should not be shared with strangers | 11.. | Computers help us to learn, share, communicate and find entertainment. However, it is also possible for computers to be used to aid illegal activities . It is important you understand the computer-related laws to make sure we stay on the right side of the law. Computers might be used unlawfully in many ways, for example: 1. allowing someone to illegally share your personal data 2. helping to steal financial information, such as credit card numbers or bank account details 3. helping to illegally copy and distribute films, television programmes and music 4. extorting information or blackmailing someone |
| 6. | Playing games with strangers is as dangerous as meeting strangers outside. People online may not be who they say they are, so never arrange to meet strangers you have only met online. | 12. | |

VOCABULARY

| Title: Impact of Technology | | Year: 2023 | | AC: 1 |
|------------------------------------|---|------------------------|------------------|-------------------|
| Word | Definition | Synonyms | Antonyms | Etymology |
| Online | Computer device connected to the internet | Cyber Internet | Offline | On+Line |
| E-safety | Being aware of the possible threats online | Cybersafe | Danger | Electronic-safety |
| Password | A secret or code to gain access to a computer device | Identification Code | | Pass+word |
| Cybersecurity | Making sure the network is safe | IT security | Hack | Cyber+security |
| Illegal | Against the law | Unlawful | Legal | Il+legal |
| Cyberbullying | Persistently sending threatening/ intimidating messages online | Unethical | Pleasant Kind | Cyber+bully |
| Groomers | Someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them | Mimic Portray | Trusted adults | Groom |
| Sexting | Sending sexually explicit photos/messages over a device | Writing Messaging | | Sex - ting |
| Masquerading | Pretend to be someone else | Mimic Portray | Honest | Mask - ing |
| | | | | |
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THE SIX WORLD FAITHS

| CODE | | KEY KNOWLEDGE |
|-------|-------------------|--|
| 7.1.1 | Religion Timeline | Details of the six main world faiths. This includes; where each religion originated, when each religion originated, who the founder of each religion is, the place of worship for each religion, the religious symbol for each religion, and also looks at how the diversity of religion makes it interesting and exciting. |
| 7.1.2 | Hinduism | Information and facts about Hinduism including; the Hindu population around the world is vast but the highest percentage of Hindus live in India, there is one main god in Hinduism, Brahman, who splits into 3; Brahma, Vishnu & Shiva. Creator, sustainer and destroyer and how it is such a diverse religion with so many gods and the right to choose which you wish to worship. |
| 7.1.3 | Hinduism | How Hindus worship. This includes; the murti (statues), puja (worship), that worship can take place at home or in the sacred building, the items used in worship include; a bell, to invite their god to the worship and into their home, incense, to bring a pleasing aroma to their god, a bowl and spoon, to offer water as a sign of respect, fruit and flowers, for the god to bless, kum kum powder, to mark the forehead as a sign of devotion, and a diva lamp, to show the presence of their god. |
| 7.1.4 | Hinduism | The Hindu holy texts. This includes; The Vedas, The Upanishads, Ramayana, Puranas, Mahabharata written in Sanskrit, going back to 1200 BCE, the two categories of Hindu scripture; Shruti – that which is heard and Smriti – that which is remembered. The Rig Veda and mantras. |
| 7.1.5 | Hinduism | The festival of Diwali. This includes; The story of Rama and Sita, the battle between good and evil, the importance of light in the darkness, that Diwali is a time to celebrate light in the world and to work for good. |
| 7.1.6 | Judaism | Information and facts about Judaism. This includes; Monotheism - belief in one God, the importance of Abraham as the founder and leader of the Jewish people, the importance of the menorah candlestick and when Abraham saw the burning bush and spoke to God, ceremonies of Bar Mitzvah for boys entering adulthood and Bat Mitzvah for girls entering adulthood, kosher food – what Jewish people can and can't eat, such as pork. |
| 7.1.7 | Judaism | The Ten Plagues. This includes; frogs, gnats, flies, water to blood, locusts, death of livestock, boils, hailstones, darkness and death of firstborn. The life of the Israelites as slaves and how Moses tried to free them with the help of God and the plagues. |
| 7.1.8 | Judaism | The Ten Commandments. This includes; Do not worship any other gods, do not make idols, do not misuse God's name, keep the Sabbath holy, Honour your father and mother, do not murder, do not commit adultery, do not steal, do not lie and do not covet. These commandments were given by God to teach the people how they should live. |
| 7.1.9 | Judaism | Hannukah. This includes; the story of King Antiochus and how he forced the Jewish people to worship other gods that went against the 10 commandments. This led to fighting and the Jewish people won. The oil in the temple was due to last just one day but lasted eight days. For this reason Hannukah lasts for eight days and remembers their victory and how God was with them. |

Title THE SIX WORLD

FAITHS

Year: 7 AC: 1



| Word | Definition | Synonyms | Antonyms | Etymology |
|-----------|--|---------------------------|--------------------------|---|
| DIVERSITY | The state of being diverse; variety | Assortment, range, varied | Same, identical, similar | From Latin "Divertere" meaning "to turn in different directions" |
| ORIGIN | The point at which something begins its course or existence | Original, the first | End, completion | From Latin "Origo" meaning "to rise" |
| WORSHIP | The feeling or expression of reverence and adoration for a deity | Revere, praise, adore | Loathe, despise, hate | Old English "Weorthscipe" meaning "worthiness. Acknowledgement and worth" |
| PUJA | Ceremonial worship, ranging from brief daily rites in the home to elaborate temple rituals | Worship of a god | Disregard | Sanskrit "Puja" meaning "Worship" |
| MURTI | An image of a deity, which itself is considered divine once consecrated | Image, picture, statue | | Sanskrit "Murti" meaning "Embodiment" |
| PLAGUE | A destructively numerous influx | Illness that spreads, | Blessing, delight | From Latin "Plaga" |

Knowledge Organiser

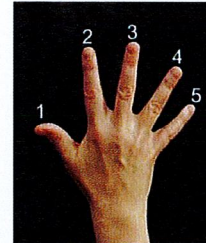
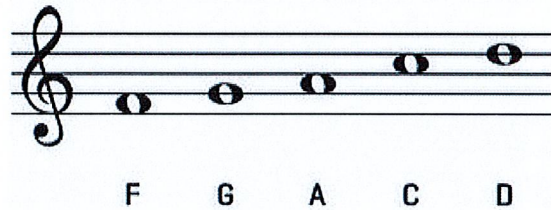
Melodies and the Pentatonic

Melody and Pitch focus



| Abbreviation | Full word (Italian) | Definition |
|--|---------------------|------------------|
| <i>pp</i> | Pianissimo | Very soft |
| <i>p</i> | Piano | Soft |
| <i>mp</i> | Mezzo-piano | Medium soft |
| <i>mf</i> | Mezzo -forte | Medium Loud |
| <i>f</i> | Forte | Loud |
| <i>ff</i> | Fortissimo | Very Loud |
|  | Crescendo | Gradually Louder |
|  | Decrescendo | Gradually Softer |

F major pentatonic scale



C is to the left of the 2 black keys



| Vocabulary | |
|---------------------|--|
| Pitch | How high or low the note is |
| Scale | A group of notes in an ascending or descending pattern |
| Pentatonic | A 5 note scale |
| Melody | Short repeated pattern |
| Dynamics | Volume of the music/note |
| Treble clef | Symbol at the start of the music to indicate the pitch (high) |
| Bar | A group of beats in music |
| Time Signature | How many beats in a bar (and the value) |
| Phrases | Several notes group together to indicate a small section of the melody |
| Tones and semitones | The distance between notes in a scale (Semitone being the smallest distance) |

Knowledge Organiser Stomp!

Rhythm and Pulse focus



NOTES AND RESTS

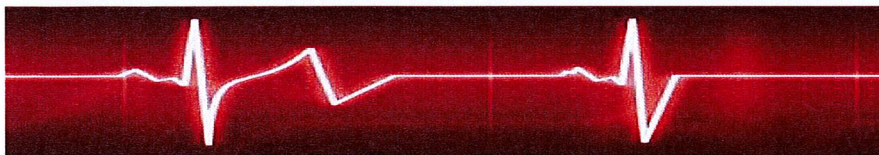
| Note Name | Note symbol | Rest symbol | Number of crotchet beats |
|------------|-------------|-------------|--------------------------|
| Semibreve | | | 4 |
| Minim | | | 2 |
| Crotchet | | | 1 |
| Quaver | | | 1/2 |
| Semiquaver | | | 1/4 |



Crotchet = Tea
Quaver = Coffee
Semiquaver = Coca cola

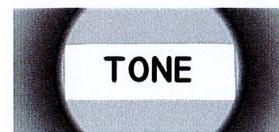
A dot after a note adds half the value of the note

= 1 1/2 beats



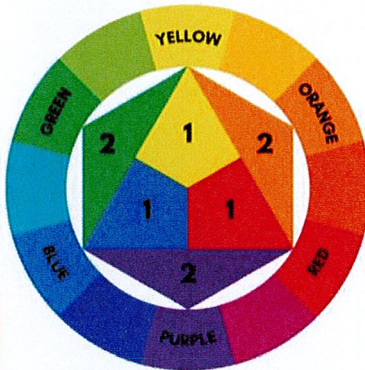
| Vocabulary | |
|----------------|--|
| Pulse | A steady consistent Beat |
| Rhythm | How long or short a sound is against the beat |
| Unison | Playing the same thing together |
| Ostinato | Short repeated pattern |
| Note | Individual sound |
| Rest | A moment of silence |
| Bar | A group of beats in music |
| Time Signature | How many beats in a bar (and the value) |
| Accent | Giving certain notes more emphasis (a little louder) |

Formal elements of art



THE COLOR THEORY

COLOR IS AN ELEMENT OF ART



1. PRIMARY COLORS

They are used to create other colors. You can't create them through mixing other colors.



2. SECONDARY COLORS

They are the colors that we have as the result of mixing two primary colors together.



COMPLEMENTARY COLORS

Pairs of colors that contrast with each other, more than any other color. They are positioned opposite one another on the color wheel.



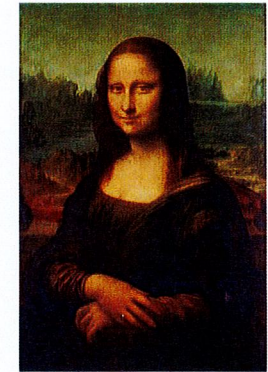
HARMONIOUS COLOURS

Three or more colors that are next to each other on the color wheel. They look very similar and when viewed together they have a pleasing appearance.



LEONARDO DA VINCI b. 1452- d. 1519, Italian

- Artist, inventor, scientist, mathematician, engineer, writer, musician.
- Painted the Mona Lisa, well known for its mystery, speculation and discussion.

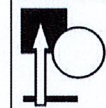


5 compositional rules: **Overlap, rotate, crop, focal point, off-centre.**

1. Overlap

Place objects slightly over one another. This will get the eye to move from one element to another. Objects should not be touching each other by edges ("no kissing allowed!"). Avoid isolation. Build a relationship between objects.

Good overlapping



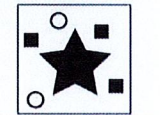
Avoid



4. Focal Point

Create an area of importance. Give the viewer something to focus on. One way to achieve this is through size variation. Try not to have all elements the same size. Another way to create focus is through color dominance.

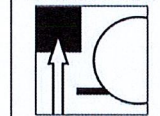
Use size & color variation



2. Crop

Consider having objects go off the edge of the page. This gets the viewer in and out of the picture. Avoid floating objects within the edges of the page.

Have object go off the page



5. Off-Centering

Avoid placing objects directly in the center of the page. Think about placing objects slightly to one side. This will create a more interesting composition. Try to keep elements balanced as you do this. For example, one large object could be balanced by 3 smaller ones. (Note: this does not mean that asymmetrical design cannot be successful.)

Off-center objects for interest



3. Rotate:

Consider placing objects at an angle. Things that are tilted create a more dynamic composition. Artwork with objects that are perfectly lined up with the edge can be boring.

Tilt objects



ART MOVEMENT – CUBISM – 1907

- First abstract art style that originated in France and Spain.
- Pablo Picasso, George Braque and Gris are the most important cubist painters.
- The work tries to show objects of people from several different angles and features shapes such as cubes, cones, spheres and cylinders.

LINE

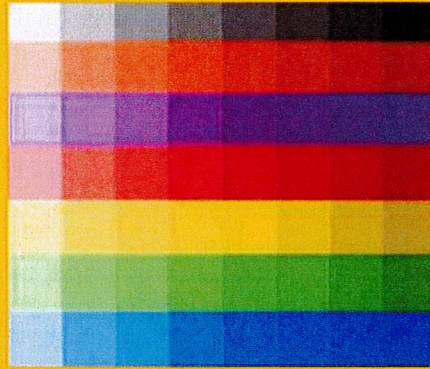
A Line is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A line can take many forms, e.g. horizontal, diagonal or curved.

A Line can be used to show Contours, Movements, Feelings and Expressions.



TONE

Tone means the lightness or darkness of something. This could be a shade or how dark or light a colour appears

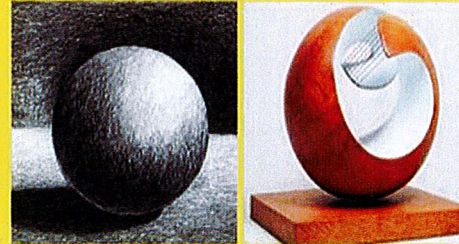


SHAPE & FORM

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.

Form is a three dimensional shape such as a sphere, cube or a cone.

Sculpture and 3D design are about creating forms



KEY WORDS & TERMS

- Line
- Tone
- Shape
- Form
- Texture
- Colour
- Pattern
- Shade
- Light
- Dark
- Pressure
- Natural Pattern
- Manmade Pattern
- Geometric Shape
- Organic Shape
- Actual Texture
- Visual Texture
- Design
- 3D Design
- 2D Design
- Primary Colours
- Secondary Colours
- Mix
- Blend

FORMAL ELEMENTS

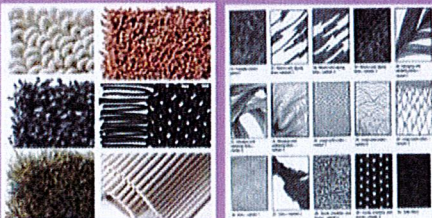
© Mrs A Nipper St Aidans Catholic Academy

TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture.

Actual Texture— really exists so you can feel it or touch it

Visual Texture— created using different marks to represent actual texture.



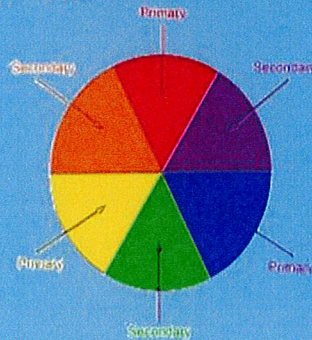
Actual Texture

Visual Texture

COLOUR

There are 3 Primary Colours: **RED, YELLOW** and **BLUE**.

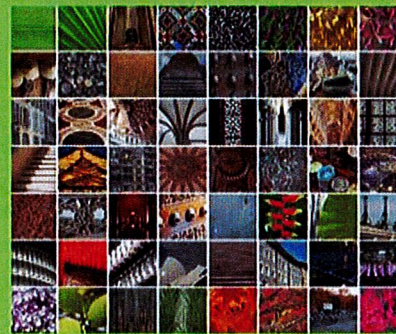
By mixing any two Primary Colours together we get a Secondary Colour: **ORANGE, GREEN** and **PURPLE**



PATTERN

A pattern is a design that is created by repeating lines, shapes, tones or colours.

Patterns can be manmade, like a design on fabric, or natural, such as the markings on animal fur.



VOCABULARY

| Title: Formal elements | | Year: 7 | | AC: 1 |
|------------------------|--|---|------------------------------|--|
| Word | Definition | Synonyms | Antonyms | Etymology |
| Proportion | using the "correct" or natural size for any given object. | Size, balance | Disproportion | Old French, from Latin proportio(n-) |
| Composition | Elements to include and where to place them (in art) | Planning, spacing, organisation, design | Random, unplanned, imbalance | French composicion |
| Abstract | You are not able to easily identify what the painting is | Complex, nonconcrete | Actual, realism | Latin abstractus |
| Semi-abstract | when a painting is 'stylized' but you can still tell what it is | Half realism | Abstract, realism | Borrowed from Latin semi- ("half"). Latin abstractus |
| Photo-realism | When a painting looks like a photo | Realistic, | Abstract, unrealistic | The word Photorealism was coined by Louis K. Meisel in 1969 and appeared in print for the first time in 1970 in a Whitney Museum catalogue for the show "Twenty-two Realists." |
| Linear drawing | Drawing created with just lines | Line | Tonal | Latin linearis |
| Tonal drawing | Drawing where the artist adds shading to make it look three-dimensional. | Tone, shade | Linear | Latin tonalis |
| Complementary colours | Two colors that are on opposite sides of the color wheel. This combination provides a high contrast and high impact color combination. | Complementing, compatible | Incompatible, contrasting | Latin complementum |
| Harmonious colours | Colours which are next to one another on the colour wheel, creating a balanced and pleasing colour scheme. | Balanced, pleasing | Discordant | French harmonieux |
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| | | | | |