

## Subject: Drama

### Task: Character Development

I need to bring the first half of my project to the lesson on: **\*individual teachers will confirm dates in planner\***  
My finished project has to be handed in on: **\*individual teachers will confirm date in planner\***

#### What do I have to include?

**Task 1 – Needs to be completed by:** **\*individual teachers will confirm dates in planner\***

##### Character profile

- Write a character profile which tells us everything we need to know about a character you have been working on in lesson.
- You should include things like; name age, job, hobbies, hopes and dreams, fears etc.

*Recommended length of work: 1 side of A4.*

**Task 2 – Needs to be completed by:** **\*individual teachers will confirm dates in planner\***

##### Write a monologue

- For one of the characters you have worked on in your drama lesson write a monologue.
- A monologue tells the audience about the character and about what is happening in their lives, thoughts and feelings etc.

*Recommended length of work –One page of A4*

**Task 3 – Needs to be completed by:** **\*individual teachers will confirm dates in planner\***

##### Create a storyboard OR write a script

- Draw a storyboard for a performance that you have begun to create in your lessons. A storyboard should show pictures with short descriptions telling the story.
- **Or** write a script for the performance you have been working on.

*Recommended length of work –One page of A4*

**Task 4 – Needs to be completed by;** **\*individual teachers will confirm dates in planner\***

##### Make a poster or a programme

- Make a poster or for a performance you are working on in lesson.
- It should be attractive and eye catching.
- It should also include information about your performance and the details, times places etc.

*Recommended length of work – One page of A4*

**Task 5 - Needs to be completed by:** **\*individual teachers will confirm dates in planner\***

##### Written evaluation

- Evaluate a Devising performance you have acted in **OR**
- Evaluate a Devising performance you have seen.
- Your evaluation should be one page long and should tell us about; What could be improved in these performances? What was successful in these performances? A specific moment that you thought was effective and why?

*Recommended length of work – One-two pages of A4*

***“I’m stuck! Where can I get some help with this”?***



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If you need some help, you can:

1. Ask your teacher;
2. Use the Internet (but don't just copy and paste);
3. Use the Mayfield Moodle (you can find this via [www.mayfield.portsmouth.sch.uk](http://www.mayfield.portsmouth.sch.uk));
4. Try the library...there are thousands of books in there;
5. Go to Homework Club in the ICT rooms after school.

## Grade descriptors

|                 | 7   | 8   | 1   |
|-----------------|---|---|---|
| <b>Towards</b>  | Show understanding of the skills required to bring a script from the page to the stage.   | Show understanding of how to begin directing performances both scripted and devised.  | Understand, recognise and demonstrate that the drama skills they have learnt are interchangeable between different topics |
| <b>Met</b>      | Demonstrate knowledge of the skills required to bring the a script from the page to the stage. Explain how to bring a character to life from a script, using stage directions.                            | Demonstrate the ability to direct performances both scripted and devised with some consideration of audience.                     | Understand, recognise and demonstrate that the drama skills they have learnt are interchangeable between different topics |
| <b>Exceeded</b> | Confirm knowledge of how to use a script to create a performance, bring a character to life from a script, and use the stage directions effectively, often adding their own interpretation of the script. | Confirm knowledge of how to direct performances both scripted and devised with clear understanding and consideration of audience. | Understand, recognise and demonstrate that the drama skills they have learnt are interchangeable between different topics |

### **“I will decide my Grade”**

Please fill in the appropriate section for the grade that you think you have achieved:



#### Towards

*I think I am working towards my target expectation because:*

#### Met

*I think I am working at my target expectation because:*

#### Exceeded

*I think I am working above my target expectation because:*



### **“I will decide my ‘Presentation’ Grade”**

Please circle the presentation grade you think you deserve:

#### Attitude 1

*I have completed all the tasks to a high standard and handed them in on time.  
I have presented my project well including a front cover and lots of useful pictures.  
I have used a large range of resources to complete my project.*

#### Attitude 2

*I have completed all of the tasks and handed them in on time.  
I have presented each task well including relevant illustrations.  
I have used different resources to complete my project.*

#### Attitude 3

*I have completed all of the tasks and handed them in on time.  
I have simply presented my project.  
I have used only basic resources.*

#### Attitude 4

*I have not completed all the tasks and/or failed to hand them in on time.  
My project is presented in a muddled or messy way with no pictures to explain my ideas.  
I have used few resources and the facts are inaccurate. I have copied and pasted text from the computer.*

## Subject: English

### Task: All about me

I need to bring the first half of my project to the lesson on: **Friday 23<sup>rd</sup> June 2017**

My finished project has to be handed in on: **Friday 7<sup>th</sup> July 2017**

#### What do I have to include?

This project involves introducing yourself to your new teacher with a letter, collage, family tree project and presentation showing off all of your research.

**Task 1 – Needs to be completed by: Friday 9<sup>th</sup> June 2017**

#### All about me

I must produce a letter in my homework project booklet which involves introducing myself to my teacher and describing myself to them.

*Recommended length of work – see homework booklet*

**Task 2 – Needs to be completed by: Friday 16<sup>th</sup> June 2017**

#### All about me collage

I must create a collage or colourful poster which represents me and my hobbies, interests, passions and ambitions. Make it neat and don't be afraid to add words, notes and explanations if you feel that it is necessary.

*Recommended length of work – see homework booklet*

**Task 3 – Needs to be completed by: Friday 23<sup>rd</sup> June 2017**

#### My family tree

I must fill in the family tree page of my homework booklet to show where I come from and my background. Add any details that you know and talk to your family about it. If you would prefer then you can do a fantasy family tree instead.

*Recommended length of work – see homework booklet*

**Task 4 – Needs to be completed by: Friday 30<sup>th</sup> June 2017**

#### Autobiographies

Look at the extracts from an autobiography and pick out the common features. What would go into the opening of your autobiography? Plan what you would write.

*Recommended length of work – see homework booklet*

**Task 5 – Needs to be completed by: Friday 7<sup>th</sup> July 2017**

#### My school life

- Use your planning from last week's homework and your work so far to prepare a 2 minute autobiographical presentation to perform in class. You might want to present the collage too.

*Recommended length of work – see homework booklet*

***"I'm stuck! Where can I get some help with this"?***



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6. Ask your teacher;
7. Use the Internet (but don't just copy and paste):
8. Use the Mayfield Moodle (you can find this via [www.mayfield.portsmouth.sch.uk](http://www.mayfield.portsmouth.sch.uk));
9. Try the library...there are thousands of books in there;
10. Go to Homework Club in the ICT rooms after school.

### **Grade descriptors**

Writing 7: I often draft and re-draft work and use feedback to improve the quality of my writing with effects on the reader in mind.

Spoken Language 1: I can present information in a clear and engaging way in a formal setting using standard English where appropriate.

Spoken Language 2: I can listen and respond appropriately to spoken language and ask a range of relevant questions and offer feedback to presentations.

### **“I will decide my Grade”**

**Please fill in the appropriate section for the grade that you think you have achieved:**



### **Towards**

***I think I am working towards my target expectation because:***

### **Met**

***I think I am working at my target expectation because:***

### **Exceeded**

***I think I am working above my target expectation because:***

### **“I will decide my ‘Presentation’ Grade”**



**Please circle the presentation grade you think you deserve:**

#### **Attitude 1**

*I have completed all the tasks to a high standard and handed them in on time.*

*I have presented my project well including a front cover and lots of useful pictures.*

*I have used a large range of resources to complete my project.*

#### **Attitude 2**

*I have completed all of the tasks and handed them in on time.*

*I have presented each task well including relevant illustrations.*

*I have used different resources to complete my project.*

#### **Attitude 3**

*I have completed all of the tasks and handed them in on time.*

*I have simply presented my project.*

*I have used only basic resources.*

#### **Attitude 4**

*I have not completed all the tasks and/or failed to hand them in on time.*

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## Year 8 Prep Summer 2 2017 Science of Sport Task sheet (Physics)

### Task 1: Is Usain Bolt faster than a cheetah?

#### What will I have to include?

You will be expected to carry out research to discover about some of the current world record holders in different athletic events.

- You will be expected to carry out some speed calculations using the formulae given
- You will need to carry out some research about Usain Bolt and how he has been compared to a cheetah (not cheater!)

This task needs to be handed in to your teacher by: **Monday 12<sup>th</sup> June 2017**

*For this task you will:*

1. *Carry out speed calculations:*
2. *Carry out internet research into some of the World records set by different athletes.*
3. *Compare the speed of man to a Cheetah*



*These tasks are shown below*

### Task 1: Is Usain Bolt faster than a cheetah?

| Event        | World record holder (name) | Distance (metres) | time (seconds) | Speed (metres per second)<br>Distance ÷ time |
|--------------|----------------------------|-------------------|----------------|--|
| Men's 100m   | Usain Bolt                 | 100               | 9.58           | 10.44  |
| Men's 200m   |                            |                   |                |  |
| Men's 400m   |                            |                   |                |  |
| Men's 800m   |                            |                   |                |  |
| Women's 100m |                            |                   |                |  |
| Women's 200m |                            |                   |                |  |
| Women's 400m |                            |                   |                |  |
| Women's 800m |                            |                   |                |  |

1. Copy the table shown above. Carry out **internet research** to find out who the current world record holders are for each of the events shown
- 2) Calculate the speed that each athlete was travelling at when they broke their record using the equation:  
**Speed (m/s) = Distance (m, metres) ÷ time (s, seconds)**
- 3) Using the internet (or task 1 help sheet) find out about the cheetah who rose to the challenge of running 100m . Find out:
  - A) Is Usain Bolt faster than a cheetah?
  - B) Explain how the test was carried out

**Need help?** See Task 1 help sheet on the moodle, which has this information).

### Task 2: Sports nutrition – Michael Phelps

Needs to be handed in to your teacher by: **Monday 3<sup>rd</sup> July 2017**

#### What do I have to include?

You need to create a booklet/ leaflet/ presentation/ film about the diet and nutrients consumed by the swimmer Michael Phelps.

**Who is he?** Michael Phelps is a talented swimmer is the most decorated Olympian of all time; with a total of 28 Olympic medals.

- The former Olympic swimmer Michael Phelps used to consume 12,000 calories per day during his peak as a multi gold winning Olympian. Find out what food he ate and the nutrients these provided him with.

- 1) Explain why he needed to consume so many calories.
- 2) How many calories should an adult male and adult female consume daily?
- 3) What foods provide us with the most energy?
- 4) What food group is needed for growth and repair of muscles?
- 5) Why couldn't anybody consume so many calories?

Do you think he had a healthy diet? Explain your answer.

**Need help?** See Task 2 help sheet on the moodle, which has some useful information).

### **Task 3: Why is Science so important in sport? (extended writing)**

Needs to be handed in to your teacher by: **Monday 3<sup>rd</sup> July 2017**



#### **What do I have to include?**

You will need to create a newspaper article or booklet or presentation, or film on the science behind a type of competitive sport. (You can use the Writing frame).

**You report must contain:**

- a) What is your chosen event (sport)?
- b) When was it created?
- c) Find out some scientific facts about your chosen event.
- d) What technology is used in this sport? How does it work?

**Need help?** See Task 2 help sheet on the moodle, which has some useful information).

***"I'm stuck with my Science Prep! Where can I get some help with this"?***



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## Grade descriptors

|                 | Strand 1  | Strand 4  | Strand 8  |
|-----------------|---|---|---|
| <b>Towards</b>  | I can start use correct scientific terms and state why different food groups are important.         | I can carry out calculations using the correct equations                                  | I can state how an aspect of Science and Technology can benefit athletes and different Sports                             |
| <b>Met</b>      | I can confidently use correct scientific terms and describe why different food groups are important | I can re-arrange equations in order to carry out calculations using the correct equations | I can describe how aspects of Science and Technology can benefit athletes and different Sports.                           |
| <b>Exceeded</b> | I can consistently use correct scientific terms and explain why different food groups are important | I can carry out multi-stage calculations  | I can analyse and evaluate I can state how an aspect of Science and Technology can benefit athletes and different Sports. |

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