

Remote Learning Update – Week Beginning: Monday 29th June 2020

Please follow your **Week 1** Timetable

General

- It has been great to welcome our Y10 pupils back to school this week
- Congratulations to those pupils who have received praise letters from Mr Logue for the fantastic work you have been doing on Remote Learning
- Please continue to complete the work set in Microsoft Teams. It will help you to build on your learning when you return to school
- Please follow online safety advice and ensure that you remain safe whilst using the internet.
- This week we have key messages from the Departments of Art & Design and Drama and some beautiful artwork to share with you from Miss James.

Message from Miss James: Art and Design

About Art: There is an increasing amount of scientific evidence that proves Art enhances brain function. It has an impact on brain wave patterns and emotions, the nervous system, and can raise serotonin levels. Art can change a person's outlook and the way they experience the world. During the last few months, I have made some time to continue with my own artwork and this has helped me during this lockdown:



Years 7-9

There is plenty of work on Microsoft teams for you to do and enjoy. The projects have been written especially for remote learning, but you will need some paper and basic drawing equipment. Some of the work I have tried out myself, the examples of which you can see on the power points. Some of the tasks take you through two lessons because the activity takes so long. I have found that when I start a task, I generally want to complete it straight away because there is great satisfaction in completing a piece of artwork in one go.

- You need to plan your time accordingly. Many people now look on art as a relaxation and hobby, so you don't necessarily stick to the timetable 1 hour's lesson.
- Don't rush to get all the work done - think about quality, not quantity.
- If you don't have coloured pencils, use your pencil and shade using tones.
- Each project contains artists' ideas, written pieces on the artists and instructions about how to create your own masterpieces.
- Develop your own ideas if you want to- any drawing practice is good.

The work on Microsoft Teams is as follows:

	Year 7	Year 8	Year 9
Half term 5: 5 weeks	Kandinsky and abstract pattern designs	Joan Miro and surrealist images	Sarah Graham and working with still life pieces based on confectionary
Half term 6: 7 weeks	Positive and negative use of space in compositions	Man-made forms looking at the work of Michael Craig-Martin	Graffiti art- looking at the work of street artists

Year 10

Many of you are coming up with very personal ideas and developing your work through your own interests so well done! I would like to hear from everyone.

- Keep working, as a project is never completed- you can always develop ideas further.
- Try and create work that follows a theme and pieces link together to tell a story.
- Always work from references- either the real thing or from images. You must have something in front of you from which to work - do not rely on your memory.
- Look for ideas on the internet- I use <https://www.pinterest.com> and create folders of images that help to inspire me.
- Take photos, if you can, and send them to me which some of you have been doing.
- Anything goes- photography is part of your projects. Think 'out of the box'.
- I would like to know what all of you are doing- some of you still need to give me an idea about your work so I can give you some feedback.

On Microsoft Teams I have created a number of resource banks to inspire you.

The themes on there at present are: Street Art, Human Identity, Surrealism, Portraits, Sea life, Birds and Insects.

If you are interested in any other themes, please let me know.

There is also an article showing some examples of beautiful sketch pads which is worth looking at as they are very inspiring.

Messages from the Drama Department

- If you have been set performance work, rehearse your work as often as possible. Get someone to film your work so that you can review your work.

Years 7-9

- All year groups will be at different stages in the scheme of work, depending on your timetable.
- Check your timetable, as your work will be put on Teams on the day that you have a Drama lesson.
- It is important that you perform live because you need to face the challenge of communicating fluently and expressively.
- Enjoy the challenges and don't be afraid of failure. Constant practice of your work will help to build your confidence and communication skills.

Year 7

Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
DRAMA	DRAMA	DRAMA	DRAMA	DRAMA
<p>7X2 and 7Y3.</p> <p>Both groups are to start 'St. Damian's has Got Talent'.</p> <p>Focus on a talent that you have and start rehearsing your act. Film the rehearsals so that you can see where you need to improve.</p>		<p>7X3</p> <p>'Magic!'</p> <p>Task:</p> <p>You are to perform and film the polished version of your ten tricks.</p> <p>Rehearse your act in secret for half an hour.</p> <p>Remember to use your patter as a way of distracting your audience from what you are doing.</p> <p>Don't worry about mistakes. You are performing live and things can, and do, go wrong.</p> <p>Carry on and focus on the moment and the next trick.</p>	<p>7X3</p> <p>You have decided to perform in the 'St. Damian's has Got Talent' show.</p> <p>Focus on a talent that you have and start rehearsing your act. Film the rehearsals so that you can see where you need to improve.</p>	<p>7X1</p> <p>'Magic!'</p> <p>Task:</p> <p>You are to perform and film the polished version of your ten tricks.</p> <p>Rehearse your act in secret for half an hour.</p> <p>Remember to use your patter as a way of distracting your audience from what you are doing.</p> <p>Don't worry about mistakes. You are performing live and things can, and do, go wrong. Carry on and focus on the moment and the next trick.</p>

Year 8

Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
DRAMA	DRAMA	DRAMA	DRAMA	DRAMA
	<p>8Y3 'Happy Family' Part3: 'Meet the Kids'.</p> <p>Focus: cultural differences and contrasting character types.</p> <p>The remaining Happy parent has told his children that he has met someone to whom he intends to get married.</p> <p>Situation:</p> <p>The Happy parent informs the Happy children that the soon to be stepfamily are coming round for a meal. Unfortunately, the Happy parent and the stepparent to be are stuck in traffic and will be late. The stepchildren have been told to go to the Happy home. It is clear from the outset that both sets of children have lived very different, contrasting lives.</p> <p>Write the script for this. The script should build up in tension as the Happy children are pushed to the very limits of their patience.</p>	<p>8X2 'Happy Family' Part3: 'Meet the Kids'.</p> <p>Focus: cultural differences and contrasting character types.</p> <p>The remaining Happy parent has told his children that he has met someone to whom he intends to get married.</p> <p>Situation:</p> <p>The Happy parent informs the Happy children that the soon to be stepfamily are coming round for a meal. Unfortunately, the Happy parent and the stepparent to be are stuck in traffic and will be late. The stepchildren have been told to go to the Happy home. It is clear from the outset that both sets of children have lived very different, contrasting lives.</p> <p>Write the script for this. The script should build up in tension as the Happy children are pushed to the very limits of their patience.</p>		<p>8X1 'Happy family' Part 4: 'Running Away'.</p> <p>Your remaining Happy parent has died. You are now living in the stepparent's house.</p> <p>They make your life a misery. One of the Happy family is secretly being, maltreated. As time goes by, things get gradually worse, to the point where the maltreated child can't stand it any longer. The maltreated child tells his Happy siblings what has been happening.</p> <p>They agree to run away. However, they decide to live rough on the streets. The Happy children grab what they can and run off.</p> <p>Consider what you run off with, as you will rely on these things when you are on the streets.</p> <p>Write this up as a script.</p>

Year 9

Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
DRAMA	DRAMA	DRAMA	DRAMA	DRAMA
<p>9X3 Monologues Lesson 1</p> <p>Define what a monologue is.</p> <p>Situation.</p> <p>It is your horrible cousin's birthday. You grudgingly go round to her/his house when the lockdown is announced. You must stay at your cousin's home for the lockdown period.</p> <p>Write a series of monologues that track your experiences over the months of the lockdown.</p> <p>Learn the monologues one scene at a time. Film the scenes. Consider how your mood changes, depending on what has happened. Remember to consider your costume choices.</p>	<p>9X2 'Literalism'.</p> <p>Focus: exploring the literal, dramatic potential of the words and phrases that we use.</p> <p>You have a 'Literalism Additional Support Sheet' in your Teams folder.</p> <p>Write a script that has the focus of using language literally and for dramatic effect. You must think of at least ten new ideas in addition to the support sheet.</p> <p>Put what effect you wish to achieve in brackets after each idea.</p> <p>If you can, film some of these ideas.</p>		<p>9Y3 'Monologues'.</p> <p>The Cousin's Point of view.</p> <p>You are to film your monologue scenes from the point of view of the cousin. Each scene is about the events that you wrote about when you did your point of view.</p> <p>Once again, concentrate on emotions and costume choices.</p> <p>Consider how you want the 'horrible' cousin to come across in your scenes/monologues.</p> <p>9Y2 Monologues Lesson 1</p> <p>Define what a monologue is.</p> <p>Situation.</p> <p>It is your horrible cousin's birthday. You grudgingly go round to her/his house when the lockdown is announced. You must stay at your cousin's home for the lockdown period.</p> <p>Write a series of monologues that track your experiences over the months of the lockdown.</p> <p>Learn the monologues one scene at a time. Film the scenes. Consider how your mood changes, depending on what has happened. Remember to consider your costume choices</p>	<p>9Y3 'Monologues'.</p> <p>Intercutting your point of view with your cousins to create a dramatic and comical effect.</p> <p>Today is a rehearsal day. You will rehearse over the next two weeks and film next lesson.</p> <p>You have, over the last few lessons, covered the viewpoints of you character- the lockdown child- and that of your 'horrible' cousin.</p> <p>Task:</p> <p>Sequence each of the scenes/monologues in the order of the events as they unfolded.</p> <p>The difference this lesson is that scene/monologue starts with your character's viewpoint, followed immediately by the cousin's version of the same event.</p> <p>Ideally, if you can use the technology to edit the work you have done in previous lessons, then do so. If not, refilm the scenes/monologues in chronological order.</p> <p>N.B. Bear in mind moods, costumes, emotions and characterisations.</p>

BBC Bitesize

- Below you will find the links and the schedule from Monday 29th June 2020.
- Once your Microsoft Teams work is complete, please select topics of interest or topics that you need to revise. Here is an overview:

Year 7

<https://www.bbc.co.uk/bitesize/tags/zf9yy9q/year-7-lessons/1>

Monday 29th June	Tuesday 30th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
English	English	English	English	English
Finding evidence	Using quotations	Understanding themes	Understanding character	Reading Lesson: The Extraordinary Life of Greta Thunberg by Devika Jina
Maths	Maths	Maths	Maths	Maths
Understand sets	Understand and use Venn diagrams	Intersection of two sets	Union of two sets	Challenge of the week
History	Geography	Chemistry	German	Design and Technology
Benin	Tourism	Gases	Perfect tense	Evaluating design ideas
	Biology			Physics
	Seven life processes			The solar system

Year 8

<https://www.bbc.co.uk/bitesize/tags/zvdbbdm/year-8-lessons/1>

Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
English	English	English	English	English
Using onomatopoeia in comic strips	Creating tension	Writing to make an audience listen	Verbs, adverbs and fronted adverbials in sports writing	Reading Lesson: The Book of the Moon: A Guide to Our Closest Neighbour by Maggie Aderin-Pocock
Maths	Maths	Maths	Maths	Maths
Find and understand mean, median and mode	Mean of discrete data in a table	Mean of continuous grouped data in a table	Compare distributions using average and range	Challenge of the week
History	Geography	Chemistry	German	Design and Technology
Civil Rights	Tourism	Gases	Perfect tense	Evaluating design ideas
	Biology			Physics
	Evolution – Natural selection			Orbits, satellites and comets

Year 9

<https://www.bbc.co.uk/bitesize/tags/zbjrrj6/year-9-lessons/1>

Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
English	English	English	English	English
Explore imaginative story endings	Experimenting with tone	The power of words: language, synonyms, and bias	Revising sentence types: complex sentences	Reading Lesson: Seize The Moment by Helen Sharman and Christopher Priest
Maths	Maths	Maths	Maths	Maths
Know the names and properties of regular polygons	Find the interior angles of a regular polygon	Know and use that exterior angles in a polygon sum to 360 degrees	Know and use the formulae for the sum of interior angles in a polygon	Challenge of the week
History	Geography	Chemistry	German	Design and Technology
Civil Rights	Ordnance survey map skills	Gases	Perfect tense	Microcontrollers
	Biology			Physics
	Extinction			Galaxies and the universe – The Big Bang

Year 10

<https://www.bbc.co.uk/bitesize/tags/zr7447h/year-10-lessons/1>

Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
English	English	English	English	English
Writing Non-Fiction	Writing to inform and advise	Writing to persuade	Writing to argue	Writing to review and comment
Maths	Maths	Maths	Maths	Maths
Complete tree diagrams for dependent events. Use the tree diagram to find probabilities	Know the averages and when each average is appropriate	Find the mean from a frequency table for grouped and ungrouped data	Use scatter graphs to represent correlation and to estimate values with a line of best fit	Challenge of the week
History	Geography	Chemistry	German	Design and Technology
What has motivated migration to and from Britain?	Global water supply	Changing atmosphere	Grammar and everyday language	Microcontrollers
	Biology			Physics
	Theory of evolution - Speciation			Gravitational fields



Accessing Microsoft Teams

- Please read the PDF and follow the instructions. You will then be able to use Microsoft Teams

If you have a problem ...

ICT Problems

Issues with password / logging in

- Email: pupilproblem@stdamians.co.uk
- Email responses are only between 8:30am-4:30pm (Mon-Fri)

Remote Learning for a Subject

Years 7-9

- **DO NOT** use the 'Chat' on Microsoft Teams
- Your parents / carers will be able to contact school if they need to in the usual way on your behalf

Year 10

- Use the 'Chat' on Microsoft Teams and contact your teacher directly during school hours