

# HOW CAN I HELP MY CHILD REVISE?

*A retrieval practice guide*  
*for parents*



***Year 8***



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# 1. What is retrieval practice?

Retrieval practice refers to the act of recalling learned information from memory (with no or little support). Every time information is retrieved, or an answer is generated, it changes that original memory to make it stronger.

## ‘Using memory, shapes your memory’

Robert Bjork

The retrieval process cements the information in the long-term memory, which should enable that information to become easier to retrieve in the future.

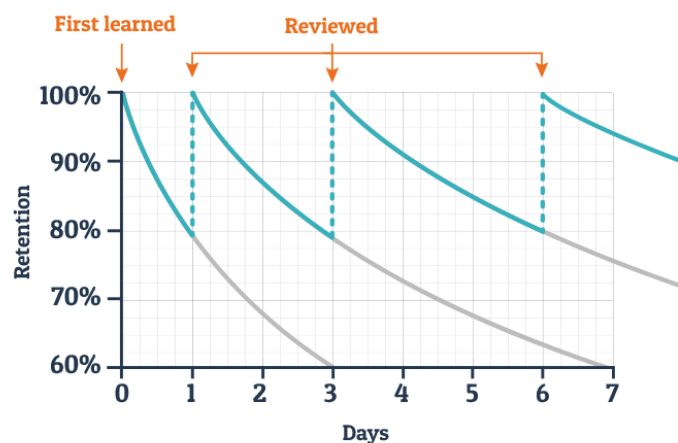
Memory consists of three stores:

- **Store 1:** Sensory store, where information is encoded.
- **Store 2:** Short-term memory or ‘working memory’. All information stored in the short-term memory that is not rehearsed is lost within 18-30 seconds.
- **Store 3:** Long-term memory. Where information is stored after being rehearsed.

It is not enough to be able to store information in our long-term memory, we need to be able to retrieve it from there too.

It is important that your child starts revision early and has time to prepare for each assessment effectively ensuring information is storage in the long-term memory and recalled later. The diagram below shows the ‘Forgetting Curve’ and how memory retention declines in time if there has been no effort made to retain it.

**Typical Forgetting Curve for Newly Learned Information**



Linking to revision it is vital that your child keeps revisiting key content, improving memory retention over time. If your child covers a topic or masters a skill in Year 7 and does not try to recall it again until the end of Year 8, the chances are that he/she will have to relearn it again. However, by supporting your child using the revision strategies in this guide, your child will improve memory retention, will feel more confident and prepared.

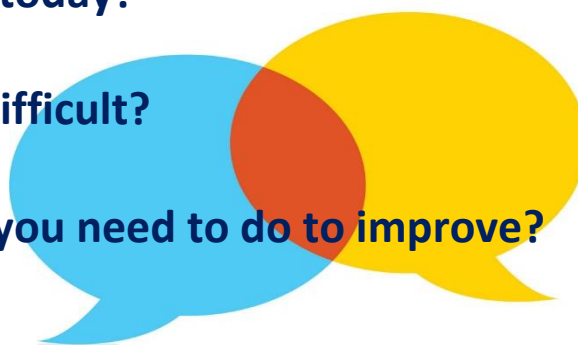
View your child's journey in school as a marathon, not a sprint! Your child should not wait until the week before the test to cram all of the information. Using the strategies in this booklet over time will help your child to recall more and better!

As a parent, you are your child's most important educator and research shows that parents who are actively involved with their child's learning help their children to achieve more too. Parental support is crucial to the success of students' learning, and is very much welcomed and appreciated by teachers.

Research states that 'The effect of parental engagement over a student's school career is equivalent to adding an extra two to three years to that student's education.' One way in which parents can help - easily and immediately - is by encouraging students to think differently about their learning, and this begins by speaking differently about their learning.

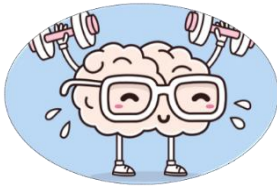
The language used at home to discuss learning is as important as that used in school. Classroom teachers are acutely aware of the value of asking probing questions to challenge students to think hard about their learning, and parents are encouraged to adopt this practice at home.

- **What did you learn today?**
- **What did you find difficult?**
- **Do you know what you need to do to improve?**



The responses to these questions like the ones listed above can open up a useful dialogue about your child's learning, and help students understand that learning is something to be thought about and talked about - and something that everyone can, and should be encouraged to, get better at.

## **2. Why is retrieval practice important?**



**Strengthens your child's memory, making information more retrievable**



**It improves transfer of knowledge to new contexts**



**It gives your child information on what he/she remembers and does not remember**



**It promotes long-lasting durable learning**



**It reduces exam stress and anxiety**



**It will help your child to understand how to learn effectively**

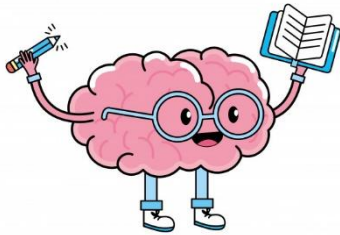
**“The best preparation for tomorrow is doing your best today”**

H Jackson Brown J

### **3. What works and what does not work to support your child with revision**

Research shows that three most useful learning methods are:

## Recall and test practice



- Encourage your child to test his/her knowledge. Use some of the strategies in this booklet.
- **Making mistakes is a part of the learning process!** Mistakes will give your child information about what to revise more and frequent misconceptions that have to be addressed.
- Encourage your child to practice the most difficult content first.
- Do not allow your child to jump directly into the homework. Ask your child to go through the book/revision guide first.

- Also called **distributed learning**. Encourage your child to revise a little bit every day.
- **Forgetting is a good thing!** It boosts long-term retention if you use recall strategies.
- Ask your child to review information but not immediately after class. Allow time to forget. Forgetting and trying to recall at a later time boosts your child's memory.
- Ensure your child goes back to older information.

## Spaced practice



## 4. Learning to learn skills over the Academic Year

This is an overview of the skills your child will develop over this Academic Year. Each half term, your child will get involved in 'All Saints Recall Week' and will have the opportunity to learn about a different learning to learn skill. The week will start with an assembly followed by an exciting PSHE lesson where your child will put each revision tool into practice. After that, your child will be able to use the skill gain in other subjects. There will be plenty of opportunities to get merits and certificates each term, by creating revision materials using all the knowledge learnt!

1. [Half term 1.1](#). What is retrieval? Why is it important?
2. [Half term 1.2](#). Active learning vs passive learning. Spaced practice.
3. [Half term 2.1](#). The 5 Why's + H (what, where, when, why + how) as a way to summarise notes effectively. Elaborative interrogation.
4. [Half term 2.2](#). Knowledge/graphic organisers.
5. [Half term 3.1](#) Mind maps. Take them to the next level. Examples and explain to others.
6. [Half term 3.2](#) Flashcards 2. Dual coding.



### *Learning to Learn*



EFFECTIVE REVISION METHODS

*awarded to*

*For showing evidence of exceptional revision resources.*

*Mrs Wiley & Mrs Pueyo*

*February 2021*





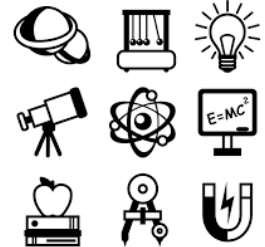
## What?

Unit 1: Adaptation and inheritance

Unit 2: Atoms, compounds and the periodic table

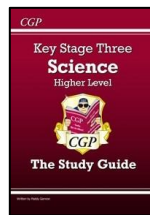
Unit 3: Waves, light and sound

Unit 4: Health and lifestyle

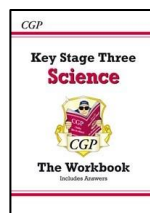


## How?

1. Using the [CGP revision guide](#) where all the topics are summarized.



2. Using the [CGP workbook](#). Ask your child to complete the pages related with each topic and self-assess them in green pen checking the mark scheme at the end of the workbook.



3. Using [BBC bite size KS3 Science](#). Ask your child to read through the information per topic and complete the quiz at the end of each chapter.
4. Using [Seneca learning](#). Ask your child to log in as a student. Access to a KS3 course granted with the following code: [eyjkg082ae](#).
5. Creating [flashcards](#) for each unit using the keywords lists given in lessons or the glossary at BBC bite size Science. You can test your child by either asking him/her the definition of a keyword or for the keyword that corresponds a definition given by you. Make sure your child writes down the keyword afterwards in order to learn the correct spelling.



## What?

### 1. Language of Warfare

Students will study war literature including WW1 and WW2 war poems and stories.

Students will learn about the living conditions and life on both the Front Line and the Home Front during WW1 and WW2.

Students will develop their creative writing skills using SALSA techniques (see below) and images.

### 2. Stone Cold by Robert Swindells

Set on the streets of London, the first-person narrative switches between Link, a newly-homeless sixteen-year-old adjusting to his situation, and Shelter, an ex-army officer scorned after being dismissed from his job, supposedly on 'medical grounds'.

The book opens up interesting and thought-provoking discussions focused on homelessness, prejudice, poverty and varying family situations. As well as this students will explore the dual narrative structure of the book.

Students will be developing their analysis skills using PETAL to frame their ideas.

### 3. Charles Dickens

Students will read and explore a variety of extracts from Charles Dickens from Oliver Twist to Great Expectations.

Students will learn about the Victorian era and Dickens' life during this time.

They will have the opportunity to research the Victorian era and enhance their contextual knowledge.

#### Presenting a Point of View:

Direct address

Alliteration

Facts & Statistics

Opinion

Rhetorical Question/ Repetition

Exaggeration/Emotive Language

Superlatives/similes

Triple Emphasis

#### Descriptive Writing:

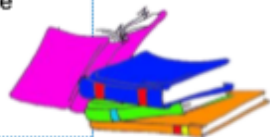
Similes & Metaphors

Adjectives

List of Three

Senses (5)

Alliteration



## How?

### 1. Literacy Planet

All KS3 students now have their very own log in for this amazing Literacy programme.

Literacy Planet is a comprehensive and interactive online programme that supports the development of all key English Literacy skills. It is a fun and engaging way to test and improve your reading comprehension, spelling, grammar skills.

To access the programme please go to [www.Literacyplanet.com](http://www.Literacyplanet.com) and log in! If you require your username and/or password please just ask your English Teacher and they can provide this for you.

### 2. Look, Cover, Write, Check

All students have two sets of spelling tests which are located at the back of their exercise books. These vocabulary and definitions sheets incorporate all of the words they will be tested on this year.

In order to improve your child's knowledge and understanding ensure they use the look, cover write, check method to learn the vocabulary and regularly test them on the definitions.

#### Want to stretch and challenge them further?

Mix up the order of the words you are testing them on. Or give them the definition and ask them to recall the word and/or spell it.

### 3. Practice using PETAL

PETAL is an acronym that helps students to remember how to express their ideas in an academic manner. They can practice using the sentence stems overleaf to help structure their writing.

#### Want to stretch and challenge them further?

Ask them to write a paragraph without looking at the help sheet and then check their understanding by asking them to shade each step of the PETAL paragraph in a different colour. Have they included all 5 steps?

#### Not sure what to write about?

Ask your child to explain or how a character/theme or idea is presented in the book they are reading or studying at the moment.



Point Evidence Technique Analysis Link





# PETAL Sentence Starters



## 1. POINT

Throughout the text/novel/play/poem/extract...  
 The character of \_\_\_\_\_ is seen as...  
 \_\_\_\_\_ is presented as...  
 The theme of... is shown by...  
 The writer creates a sense of...  
 ...creates/develops/increases the sense that...  
 The writer presents \_\_\_\_\_ as...  
 The plot in this extract/section is focused on...  
 The writer develops the character/setting/theme by...  
 ...appears / seems...

## SIMILAR ideas

Furthermore...  
 In addition...  
 Similarly...  
 Likewise...  
 This is supported by...  
 Moreover...

## DIFFERENT ideas

In contrast...  
 On the other hand...  
 Alternatively...  
 Despite this...  
 Although...  
 However...

## EXPLORING ideas

Perhaps  
 Maybe  
 Could  
 Might  
 Possibly

## 2. EVIDENCE

This can be seen in the words...  
 The sentence \_\_\_\_\_ suggests this.  
 An example of this is...  
 The writer shows this in the words...  
 For example...  
 A clear example of this is...

## 3. TECHNIQUE

The effective use of \_\_\_\_\_ shows that...  
 The author uses adjectives/verbs/adverbs to create the idea/sense that...  
 The repeated use of \_\_\_\_\_ suggests that...  
 The idea that... is supported by the writer's use of...  
 The use of \_\_\_\_\_ sentences suggests...  
 The paragraphs here are short/long which shows...

## ADVERBS

Clearly  
 Obviously  
 Mainly  
 Alternatively

## Analysing plot / structure phrases

At the beginning...  
 We are introduced to...  
 This links to...  
 Previously...  
 Further on...  
 Later/earlier on...  
 It concludes by...

## 4. ANALYSIS

The use of... is used to shock/amaze/draw in the reader.  
 This demonstrates/suggests that...  
 ...involves the reader in the text by...  
 ...suggests to the reader a feeling/sense of...  
 ...has a connotation of... which makes the reader...  
 The impact of this on the reader is...  
 The writer's intention was to...  
 This is significant because it suggests...  
 This persuades the reader to feel/believe/...  
 ...shows the reader that...  
 It is clear from this that...

## Audience effect phrases

...makes us:  
 feel...  
 see...  
 imagine...  
 believe...  
 fear...  
 think that...  
 emphasise...

## 5. LINK

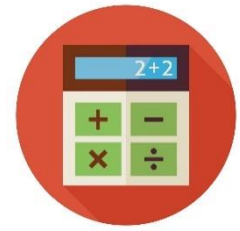
From this, we can understand that...  
 This makes the reader think of...  
 This is relevant because at the time...  
 The reader is reminded of...  
 The writer has used this to suggest...  
 This has had a significant impact on people / the world because...

## COMMENT WORDS

Shows	Reveals
Suggests	Presents
Implies	Demonstrates
Indicates	Reflects
Confirms	Portrays
Highlights	

## SUMMARISING

The whole text...  
 Overall...  
 The text covers...  
 To sum up...  
 All in all...



# Year 8 Maths

## What?

### Topics to look forward to:

#### **Significant Figures**

Significant Figures refers to the importance of each digit in a value and how we can use those values to round. Basic rounding rules are used, however where we chose to round is what will be focused on.

#### **Powers of Ten**

Pupils will discuss indices on numbers, specifically the value ten. They will become knowledgeable of how to solve using indices, as well as using powers of ten to represent very large and small numbers.

#### **Representing Data**

Data can be represented in a variety of ways. Pupils will focus on drawing and interpreting pie charts as well as scatter graphs. Students should be comfortable discussing angles in a circle, fractions, and identifying patterns to aid in the completion of this topic.

#### **Algebra**



Pupils will continue to discuss a variety of areas including simplifying, expanding, and solving. Good areas to revise to help with this topic include BIDMAS skills, negative numbers, and substitution.

## How?

### **MathsWatch**

[Mathswatch.co.uk](http://Mathswatch.co.uk)

MathsWatch is an excellent resource all pupils have a login to. This contains a variety of videos explaining content and working through example questions. Tip! Instead of just watching the videos, pause at the question and see if your child can solve it, then ask your child to watch the solution and correct the work! This will allow your child to note mistakes made and practice!

### **MyMaths**

[Mymaths.co.uk](http://Mymaths.co.uk)

MyMaths is another excellent online resource for students (which again all have logins for). Not only can homework be set on the website, but students can work through a number of different topics with immediate feedback on solutions. This engaging resource helps students work through topics at their own pace and time.

### **Teach Someone Else**

One of the best ways to revise a topic is to be able to teach someone else the content. Ask your child to take a practice question from class or online and see if he/she can verbally explain to you each step of solving! Even better, see if you can solve a question after!



## What?

### Year 8

#### 1. Development

- What is development?
- How can development be measured?
- How does development vary around the world?
- Life in Mali
- China's economic development
- Sustainable economic development: 3 Gorges Dam

#### 2. Rivers and flooding

- River drainage basin
- Stages in a rivers journey
- Water cycle
- River features: meanders
- Waterfalls
- Flood risk
- Flood risk: hydrographs
- Flood management
- Mekong river issues

#### 3. Africa

- Physical Geography of Africa
- Human Geography of Africa
- Desertification
- Tourism in Africa
- Kenya: tourism
- Kenya: regional differences
- Kenya: youthful population
- Conflict: DRC



*"...it's not just learning that's important. It's learning what to do with what you learn and learning why you learn things that matters." - Norton Juster*

## How?

### Teaching Others

This is one of the most effective learning methods. After finishing a topic, ask your child to teach you that particular content. Then, ask him/her to create a test for you to complete. Your child can become the teacher and mark it using the exercise book/revision guide.

### Interrogation of ideas/topics.

Ask your child to make up a **statement** about a topic he/she is studying. Then **generate** an **explanation of why** something is **true or not**. For example: *"Only rich countries are developed"* – your child can then make a list of reasons of why this is not the case.



### Cornell Notes

This note taking method will help your child become more organised and creative with his/her revision. Your child will have to break a paper into sections. Sections can include things like keywords, key ideas, key questions, diagrams, theories, graphs, factual information, cues, connections (to other topics and subjects) and most important, a three-point summary of what it is all about. (There are plenty of examples in the Geography Department for your child to look at).

### Investigator

Geography is one of the easiest subjects to connect. Almost everything your child learns is connected. Ask your child to make connections. Ask your child to try and connect Mali to everything on the left! Go!

**Keywords and definitions testing.** Test your child on keywords using the book.



# Yr. 8 History

## What?

### 1. Local History

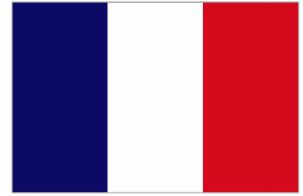
#### 1. Protest

#### 2. Civil Rights

## How?

For all the below focus your notes on **dates, names, places, facts and figures**.

- 1) Ask your child to create chronological timelines of key events within each unit to provide an overview on when each event happened.
- 2) Your child can also produce biographies on **key figures** from the units who were significant or the reason for why events happened, or changes occurred. Think: *who* were they, *what* did they do, *how* did they do it, *when* did they do it, *why* did they do it.
- 3) Ask your child to create mindmaps for key events or terms to help visualize information in a different way. Split information into different categories. Highlight examples of **social, political, economic or religious** change.
- 4) Ask your child to create flashcards: take information from each lesson and condense it down into only the most relevant information (*think dates, names, places, facts, figures*)



# Yr. 8 French

## What?

### Unit. 1. Hobbies and Sport. Half term 1.

- *Talk about sport you do / do not do*
- *Talk about your free time activities*
- *Use present and past tenses*

### Unit. 2. Fashion. Half term 2.

- *Remember different types of clothing in French*
- *Describe your favourite outfit*
- *Revise the colors*
- *Using present and conditional tenses*

### Unit. 3 Health. Half term 3.

- *Recall some body parts*
- *Say what is wrong (e.g. I have a headache = J'ai mal à la tête)*
- *Justify why something is good/ bad for my health*
- *Review all the important tenses*

## How?

6. Using the **revision sheets** provided in lessons. (See them attached as well) You can test your child by asking him/her how to say a word in French. Ensure your child writes the word down after saying it in order to practice correct spelling.



7. Using **“cover-write-check”**. Ask your child to make a list of words to revise in Spanish and English. He/she can use the notes or revision helpsheets attached. Then ask your child to use an A4 plain paper to cover the French section and write the words from memory. Check solutions at the end.
8. Ask your child to open the French book. Check **a paragraph** that he/she wrote in lessons. Ask your child to close the book and write about the same topic from memory. Then compare both paragraphs.
9. Using **Duolingo app**. Only 10 minutes per day can make a big difference. The app is free and is designed to encourage your child to practice his speaking, reading, writing and listening skills.





# Yr. 8 Spanish

## What?

### Unit. 1. Hobbies and Sport. Half term 1.

- *Talk about sport you do / do not do*
- *Talk about your free time activities*
- *Use present and past tenses*

### Unit. 2. Fashion. Half term 2.

- *Remember different types of clothing in Spanish (e.g. una camiseta)*
- *Describe your favourite outfit*
- *Revise the colors*
- *Using present and conditional tenses (I wear/ would like to wear)*

### Unit. 3 Health. Half term 3.

- *Recall some body parts*
- *Say what is wrong (e.g. I have a headache = me duele la cabeza)*
- *Justify why something is good/ bad for my health*
- *Review present tense and conditional tense*

## How?

10. Using the **revision sheets** provided in lessons. (See them attached as well) You can test your child by asking him/her how to say a word in Spanish. Ensure your child writes the word down after saying it in order to practice correct spelling.



11. Using **“cover-write-check”**. Ask your child to make a list of words to revise in Spanish and English. He/she can use the notes or revision helpsheets attached. Then ask your child to use an A4 plain paper to cover the Spanish section and write the words from memory. Check solutions at the end.

12. Ask your child to open the Spanish book. Check **a paragraph** that he/she wrote in lessons. Ask your child to close the book and write about the same topic from memory. Then compare both paragraphs.

13. Using **Duolingo app**. Only 10 minutes per day can make a big difference! The app is free and is designed to encourage your child to practice his speaking, reading, writing and listening skills.







# Yr. 8 Religious Education

## What?

### Half term 1.

#### Unit 1 - Promises.

- *Exploring the different promises (Covenants) that were made between God and man.*

### Half term 2.

#### Unit 2 – The New Covenant

- *Exploring how One person can make a change to the world.*
- *Looking at different historical figures who have made an impact e.g. Steve Jobs, Martin Luther King Jr, Malala Yousufzai.*
- *Looking at how Jesus Fulfilled the OT Prophecies*
- *Beatitudes.*

### Half term 3.

#### Unit 3 – Covenant People

- *Exploring the meaning behind celebrations.*
- *Why sharing a meal is important?*
- *How is the Eucharist celebrated?*

## How?

**Revision grid.** Ask your child to complete the grid on page 17 from memory. Then, your child can use the exercise book to check and expand the answers, identifying areas that need more revision.

**Keywords**– You can test your child on keywords. A list of 10 words and definitions is given to them every half term. This is either printed or attached on show my homework.



**Research.** Ask your son or daughter to research the keywords to gain more information about the topic. This will help them understand the keywords in depth.

**Flashcards.** Ask your child to create flashcards on historical figures who have made an impact on society. Your child can write the name of the person on one side and the impact they made on society on the other side, providing specific examples.

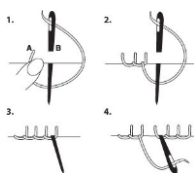
	<b>Keywords</b>	<b>Catholic View</b>	<b>Source of Wisdom and Authority (SOWA)</b>
<b>Promises</b>			
<b>The New Covenant</b>			
<b>Covenant People</b>			

# Yr. 8 Technology

## What?

### Textiles: Felt Pencil Case

- Remember different types of textiles equipment
- Remember different fabrics name and properties
- Fabric embellishment



## How?


1. Create revision flashcards. One side write down the fabric name, the other side *draw* the structure and write down *properties* of the fabric. Use same strategy for textiles equipments.
2. Use **YouTube** students to watch embellishment techniques (applique and blanket stitch) and practice.
3. Encourage your child to tell you properties of fabrics you both encounter around the house, eg: you could ask them to tell you properties of your living room curtains.

## What?

### Food and Nutrition: Staple Food

- Student will increase knowledge and understanding of Staple foods
- Students will further develop skills with preparing food products

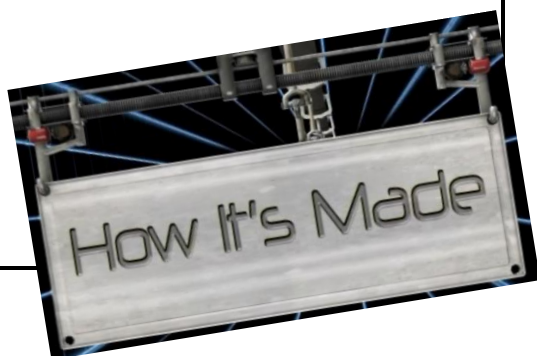
## How?

1. Encourage your child to help  when cooking at home.
2. Encourage your child to watch junior bake off
3. Students to practice recipes at home and develop their practical skills by adapting the recipes they have learnt during practical lessons

## What?

### **Resistant Materials: Tatty Devine**

- Industrial processes (Laser cutting, Line bending)
- Sustainability in design
- Packaging
- Learning about the different types of plastics (BETS PUP and PAPS HAT)



## How?

1. Watch 'How its made' on YouTube and make revision notes based on processes you have watched. Parent to then watch the video again and question child on the process they have watch to see what they can recall.
2. Encourage your child to be more sustainable around the house by allowing them to practice the 6R's. Student to use create revision flashcards on the 6R's
3. Students to study packaging around their home and compare them by writing down what make the packaging a good design and what could be improved.
4. Use <http://www.mr-dt.com/materials/plastics.htm> to revise plastics. Then write down all information you can recall on this topic.



# Yr. 8 Sports Studies

## What?

Recall from the year 8 Sports Studies theory lessons:

- Olympic legacies
- Promoting Sporting values
- TV & Sport
- Drugs in sport
- Participation in sport

## How?

1. Olympics- Ask your child to name 3 Olympic venues from London 2012 and describe 3 benefits of London hosting 2012



2. Ask your child to create revision cards (using plain paper). On one side write a type of media and on the other side write a positive impact of this type of media.



3. Your child can also create a brain dump called 'Barriers to participation', write as many barriers to participation and how we can overcome these.



# Yr. 8 Performing Arts

## What?



### Music

- African music
- Bands from the 70s-00s
- Musical Theatre
- Jazz & Blues
- Writing your own music
- Popular music

### Drama

- Greek Theatre
- Bullying
- Musical Theatre
- Michael Ferreira
- Hamlet
- Blood Brothers.



## How?



### Staff wars

Staff Wars is a game created to help beginning and intermediate musicians learn, practice and woodshed the note names of the treble, alto and bass clefs. Ask your child to download the app and use it once a week to revise line and space notes. And it is free!

### Performance time!

Watch your child perform one of the songs/scenes covered in class. You can also go through the lyrics/script together. Your child could perform with the lyrics/script first and then without it to gain confidence.

### Mind maps

A mind map is an excellent recall method which will allow your child to revisit key terms. Ask your child to create a mind map on Greek Theatre or Hamlet including key facts, key words and characters.



# Yr. 8 Computer Science

## What?

### Unit. 1. E-Safety Term 1&2

- Difference between WWW and the Internet
- Web browser & Search Engines
- Cyberbullying
- Online Safety

### Unit. 2 Data Representation. Half term 3.

- Binary Representation
- ASCII - Image representation

### Unit. 3 Web Design Half term 4

- Creating a web page
- Adding hyperlinks, images, text, lists, animation
- Connecting webpages to create a website

### Unit. 4 Small Basic Half Term 5.

- Basic programming concepts (variables, input / output, selection iteration (for loops)
- Graphics with Small Basic

### Unit 5. Databases (ACCESS) Half Term 6

- Creating a table
- Querying tables and creating reports.

## How?

### 1) Discussion

Sit with your child and discuss the dangers of the internet. Pay close attention to their responses and use this moment to ask your child how he /she practices good internet safety.

### 2) Small Basic Software

Download Microsoft Small Basic software (free) in order to help the pupil's practice their coding skills at home and aid with their homework.



### 3) Homework

Revision and research sheets will be given to pupils as well as posted on Show My Homework. Monitor due dates and ensure that your child has completed the homework correctly.

### 4) Vocabulary (key words)

Students will be given a list of key words to learn at the end of each term. Practice these words with your child to improve their spelling and vocabulary.



## What? Colour, texture and pattern

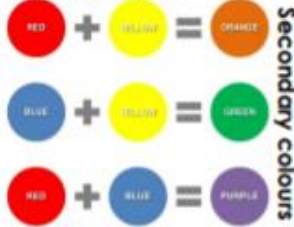
### THE FORMAL ELEMENTS

# COLOUR

The colour wheel



#### Primary colours



Secondary colours

Tertiary colours are made by mixing primary and secondary colours

#### Complementary colours



#### How?

In Art and Design you will learn new skills. Practice!

As the saying goes... if at first you don't succeed try, try, try again!

Watch 'How its made' on YouTube and make revision notes based on processes you have watched. Parent to then watch the video again and question child on the process they have watch to see what they can recall.

Encourage students experiment drawing. You might have a second sketchbook to practice at home or you can draw on recycled materials, for example used envelopes, newspapers and inside of cereal boxes if you have no paper at home.

Visit galleries and museums you will get to see the scale of the Art work up close you might see the paint brush strokes!

You can also find lots of information on Gallery websites and Apps including Google Arts and Culture.

## Art Movement

### FAUVISM

Fauvism separates color from its descriptive, representational purpose and it to exist on the canvas as an independent element.



## Artists

Sarah Graham



Françoise Nielly



Create flashcards for key words. One side write down the equipment/technique name, the other side *draw* and write down *use* of equipment/ technique.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>

Try.

Try again.

Try once more.

Try differently.

Try again tomorrow.

Try and ask for help.

Try and find someone who's done it.

Try to fix the problem.

Keep **trying** until you succeed.



<https://www.tate.org.uk/art/student-resource/exam-help>

<https://www.theguardian.com/artanddesign>

<https://www.saatchigallery.com/#years>

<https://www.tate.org.uk/art>

<https://www.nationalgallery.org.uk/paintings/search-the-collection?q=&tpf=&tpt=&ac=&act=>

<https://artsandculture.google.com/>



# THE FORMAL ELEMENTS

# TEXTURE



Using mark making to create visual texture or using materials to create physical texture

## Artists

The first notable artist to start painting with the Impasto technique was **Rembrandt**. Brush strokes are clearly visible to give himself a textured/weathered look



Jackson Pollock - Convergence, 1952. Oil on canvas.



Vincent Van Gogh - The Starry night, 1889. Oil on canvas.

## Art Techniques

### IMPASTO

**Impasto** is a technique used in painting where paint is laid on thickly to give a painting texture and an almost 3D effect. It can be accomplished with mediums such as acrylic, oil, or gouache.



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SAATCHI GALLERY



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<https://artsandculture.google.com/>



# THE FORMAL ELEMENTS

# PATTERN

Pattern is the repetition of any of the formal elements

LINE



COLOUR



SHAPE



PATTERN IN PHOTOGRAPHY



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## Artists

William Morris

Acanthus wallpaper, 1875



Tile panel, 1876



Stowdon 1883

Gustav Klimt



The Kiss, 1907-08



Social Real, 1905



Portrait of Adele Bloch-Bauer | (1907)



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SAATCHI GALLERY



## **5. Useful websites**

### **For all subjects:**

- <https://www.bbc.co.uk/bitesize>
- <https://www.senecalearning.com/>
- <https://quizlet.com/en-gb>

### **Specific websites:**

#### ***English***

- <https://www.literacyplanet.com/uk/>

#### ***Maths***

- <https://mathswatch.co.uk/>
- <https://www.mymaths.co.uk/>

#### ***Languages***

- <https://www.duolingo.com/>
- <https://www.languagesonline.org.uk/>

#### ***Technology***

- <http://www.mr-dt.com/materials/plastics.htm>

# **A retrieval practice guide for parents**

## **Year 8**

**“Practice does not make perfect. Perfect practice makes perfect”**

Vince Lombardi

