



DEFINITION

| | |
|---------------------|--|
| Graffiti | A form of art work mainly created with spray paint. Is only legal outdoors if you have permission. |
| Pencil | An instrument for writing or drawing, consisting of a thin stick of graphite enclosed in a thin piece of wood. |
| Opinion | Using your own opinion about art-work is key on an artist research page. |
| Sophisticated title | An artist name presented in a detailed way. |
| Intricate design | Presentation of your background lined to the theme of an artist |
| Blending | Using colours next to each other (family of colours) in order to merge colours together |
| Colour Wheel | A circle with different coloured sectors used to show the relationship between colours |
| Water colour | A set of pigments when adding water to them create colour. We will learn how to blend with them. |



Instagram
Follow us @
smrchs_art_tech




Kelzo
Manchester based
graffiti artist

SEEN
New York based
graffiti artist





DEFINITION

Transition The process or a period of changing from one state or condition to another.

Achievement A thing done successfully with effort, skill, or courage.

Skill The ability to do something well; expertise.

Influence The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Employee A person employed for wages or salary

Employer A person or organization that employs people.

Auditory *Auditory learning* is the process of *learning* through speaking and listening. An *auditory learner* learns by sound so they need to be able to hear and vocalise information to be able to understand and retain it.

Kinaesthetic Learn **best** when they can move around and engage. Learning takes place by the students carrying out physical activities, rather than listening to a teacher or watching demonstrations.

Visual learner **Learners** who process information that **they can see** better than information that **they hear**.



Your career is your pathway through life – a combination of living, learning and earning. This half term in PSHE you will ; Understand more about yourself (through careers, employability and enterprise education). Know where to look for useful information (about careers and the world of work). Plan for the future (using career management, employability and enterprise skills).



DEFINITION

Melodrama

A style of Drama which uses exaggeration, music and comedy to entertain and engage an audience.

Stock Character

A character in performance which can be easily recognised by the audience e.g. villain.

Exaggerated action

To make something seem larger on stage. (Over the top)

Characterisation

Creation of character using acting skill.

Total Theatre

A style of theatre which believes that all elements of theatre are equal and should have a purpose. It focuses on the actor rather than setting.

Proxemics

Space and the relationships it shows on stage.

Status Levels

A position or rank in relation to others e.g. high/low status.



Stock Characters:

Hero

Villain

Damsel in Distress

Foolish Sidekick

Aged Parent

Comic Fool

Melos (Greek for music)



Key Elements of Melodrama:

- 1) Exaggerated body language, gestures and facial expression.
- 2) Stock Characters
- 3) Chaotic Story
- 4) Fast Pace
- 5) Good beats evil





DEFINITION

| | |
|----------------------------|---|
| Direct address | Addressing the reader using - you |
| Alliteration | Repetition of the same letter for emphasis - silly sausages |
| Facts | Something true based on evidence |
| Opinions | A belief held by an individual |
| Rhetorical question | A question that does not require an answer. |
| Emotive language | Language that appeals to a person's emotions |
| Statistic | Analysis of numerical data |
| Triple | Listing three reasons or descriptions |
| Exaggeration | A statement that makes something sound better or worse than it is |
| Repetition | Using a word more than once |

Expand your vocabulary!

Look up better words for:

Good
Bad
Think
Say
Happy
Sad
Unfair
Nice
Disagree
Agree

Writing your own speech:

Start thinking about what topics you are interested in. Learn some facts and figures related to them! Research what other people may think about them. Talk to your family and discuss different viewpoints.

'I have a Dream...'

'Be thankful for what you have'

'Be happy with the beautiful things that make you, you'

'Poverty is not an accident'

Who made these famous speeches?

Research based learning

Research famous speeches of your own and look out for the features! Listen out for them on the television and adverts too!



DEFINITION

| KEY WORD | DEFINITION |
|-----------------------------|--|
| LIC | Low Income Country (e.g. Chile) |
| NEE | Newly Emerging economy (e.g. Brazil) |
| Tropical Rainforest | Rainforests that occur in areas of tropical rainforest climate in which there is no dry season |
| Ecosystem | a community of plants and animals in their physical environment. |
| Deforestation | the action of cutting down a wide area of trees. |
| Development | how wealth and the quality of life of people living on our planet varies from place to place |
| GNP -Gross National Product | how much money a country earns as a population excluding business taxes. This is a total sum, and shows the overall size of the economy. |
| Birth Rates | How many babies are born per 1000 people in a population per year. |
| Death rates | How many people die per 1000 people in a population per year. |
| Literacy rate | What percentage of the country is able to read and write as adults. |
| Life expectancy | The average age a person can expect to live to at birth. |
| Squatter settlement | Squatter settlements are any collection of buildings where the people have no legal rights to the land they are built upon. The people are living there illegally and do not own the land. |
| Relief (land) | difference in height from the surrounding area. High Relief= Mountains |
| Self Help Scheme | Where shanty town residents are given the materials to improve their own housing. |

South America



Lima, Peru



South America Fast Facts!

- South America stretches across 6.9 million square miles.
- It is the fourth-largest continent in the world and accounts for 3.5 percent of land area.
- The magnificent Andes Mountain runs along the western coast of South America.
- The largest country on the continent is Brazil, while the richest country in South America is Argentina.
- The Amazon Rain Forests are situated in South America. The forest is known to be responsible for nearly all the rainfall the world gets.

Amazon Rainforest



Hot and Humid





Divorce

DEFINITION

The process of terminating a marriage or marital union

Reformation

The Reformation was a movement within Western Christianity in the 16th-century Europe that posed a religious and political challenge to the Roman Catholic

Armada

Naval fleet

Protestant

A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church

Monarch

A monarch is a sovereign head of state , King or Queen

Heir

A person legally entitled to the property or rank of another on that person's death.

Catholic

Is the largest Christian church, and at one time the only type of Christian.

Treason

The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.

Heresy

A belief or opinion contrary to orthodox religious (especially Christian) doctrine.

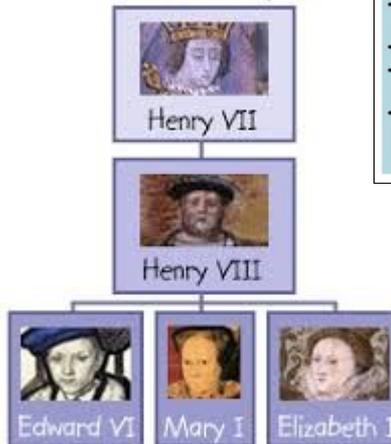
Capital punishment

Capital punishment is the practice of executing someone as punishment for a specific crime after a proper legal trial.

Henry VIII's 6 wives were:
 Catherine of Aragon, divorced
 Anne Boleyn, beheaded
 Jane Seymour, died in childbirth
 Anne of Cleves, divorced
 Catherine Howard, beheaded
 and Catherine Parr.
 Survived.



The Tudor Family Tree



Protestant

- Protestant churches were plain and simple
- No statues or art
- Priests wore plain garments
- The service was in the vernacular language, not Latin

Catholic

- Catholic Churches were richly decorated
- Lots of statues and art work
- Priests wore rich garments
- They said mass in Latin

Useful websites/TV shows
 BBC bitesize KS3

I player:

Horrible Histories specials:

Henry VIII

Mary Queen of Scots

YouTube: timeline TV

Tudor England section



|  KEY WORD | DEFINITION |
|---|-------------|
| Le français | French |
| Le théâtre | Drama |
| La géographie | Geography |
| La musique | music |
| La technologie | Technology |
| L'anglais | English |
| L'EPS | P.E |
| L'histoire | History |
| L'informatique | I.T |
| Les arts plastiques | Art |
| Le dessin | Drawing/Art |
| Les mathématiques | Maths |
| Les sciences | Science |
| L'espagnol | Spanish |
| L'allemand | German |

Les opinions– opinions

Use your knowledge to fill in the gaps.

Tu aimes/Est-ce que tu aimes? **Do you like?**

J'aime

J'aime beaucoup **I really like**

J'aime assez **I quite like**

J'adore

Je n'aime pas

Je deteste

C'est ma matière préférée **it's my favourite subject**

Moi aussi **me too**

Les raisons– reasons

Car/parce que **because**

C'est **it is**

Intéressant **interesting**

Ennuyeux **boring**

Facile **easy**

Difficile **difficult**

Genial **great**

Nul **rubbish**

Marrant **fun/funny**

On a beaucoup de devoirs **we have a lot of homework**

Use the example below to create a sentence of your own using a school subject, an opinion and a reason.

J'aime le théâtre car c'est marrant.

Use your knowledge to translate the sentences below:

I do not like Art because it is boring.





DEFINITION

| | |
|--|-------------------------------------|
| On a cours | We have lessons |
| On n'a pas cours | We don't have lessons |
| On commence les cours à | Lessons start at |
| On a quatre cours le matin | We have four lessons in the morning |
| On étudie neuf matières | We study nine subjects |
| À la récré, on bavarde et on rigole | At break time, we talk and we laugh |
| On mange à la cantine | We eat in the canteen |
| On finit les cours à | We finish lessons at |
| On est fatigués | We are tired |

L'emploi du temps- the timetable
Use your knowledge to fill in the gaps!

Le lundi **on Mondays**
 Le mardi
 Le mercredi
 Le jeudi
 Le vendredi
 À neuf heures **at nine o'clock**
 J'ai **I have**
 Le matin **in the morning**
 L'après midi **in the afternoon**
 La récré **break time**
 Le déjeuner **dinner**

Quelle heure est-il? **What time is it?**
 Il est **it is**
 Huit heures **eight o'clock**
 Huit heures dix **ten past eight**
 Huit heures et quart **quarter past eight**
 Huit heures et demie **half past eight**
 Neuf heures moins vingt **twenty to nine**
 Neuf heures moins le quart **quarter to nine**
 Midi **midday**
 Minuit **midnight**
 Midi/minuit et demi **half past twelve (midday/midnight)**



DEFINITION

| | |
|--------------------------------|--------------------|
| Je mange | I eat |
| Du fromage | Cheese |
| Du poisson | Fish |
| Du Poulet | Chicken |
| Du steak haché | Beefburger |
| De yaourt | Yoghurt |
| De la pizza | Pizza |
| De la purée de pommes de terre | Mash potatoes |
| De la glace | Ice cream |
| De la mousse au chocolat | Chocolate mousse |
| De la tarte au citron | Lemon tart |
| Des crudités | Chopped vegetables |
| Des frites | Chips |
| Des haricots verts | Green beans |
| Bon appétit! | Enjoy your meal! |

Les mots essentiels high frequency words

À **at**
 Et **and**
 Aussi **also**
 Mais **but**
 Très **very**
 Trop **too**
 Assez **quite**
 Un peu **a bit**
 Pourquoi? **Why?**
 Beaucoup (de) **a lot (of)**
 Tous les jours **every day**
 Aujourd'hui **today**
 Pardon **excuse me**
 Merci **thank you**
 Est-ce que (tu) **do (you)...?**
 Qu'est-ce que (tu) **what do (you)...?**
 Avec **with**

Use your knowledge to create a sentence of your own using food and two high frequency words. Use the example to help you:

Je mange du poisson et des frites avec des haricots verts.





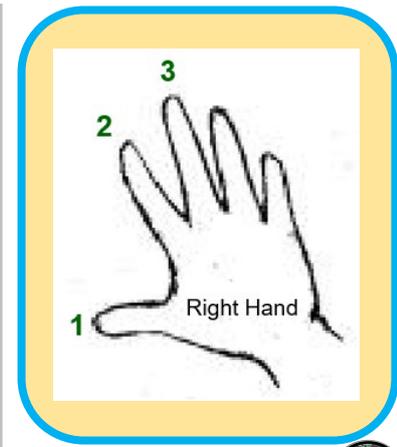
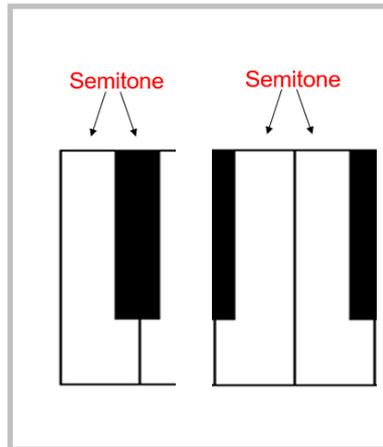
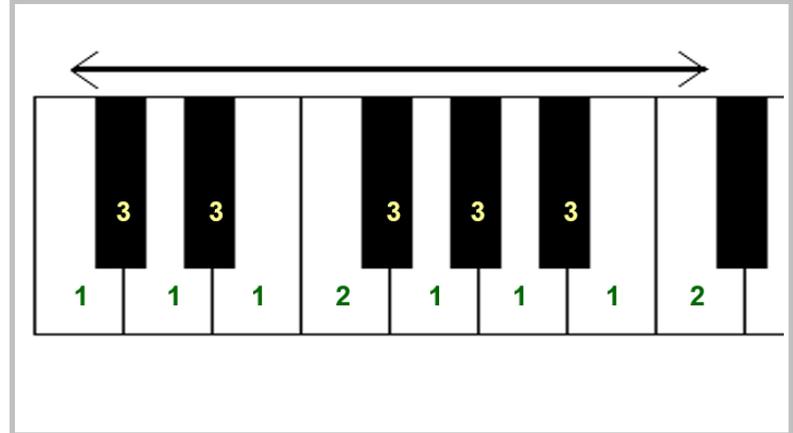
DEFINITION

| | |
|------------------------|---|
| Semitone | Smallest distance between two notes. Two notes right next door to each other. |
| Chromatic music | Music that uses mostly semitones |
| Scale | A series of notes ascending then descending |
| Chromatic Scale | A series of notes ascending in semitones and descending in semitones. |
| 1 2 3 | Fingers used to play the chromatic scale. |
| Impressionism | Where the music tells a story. |

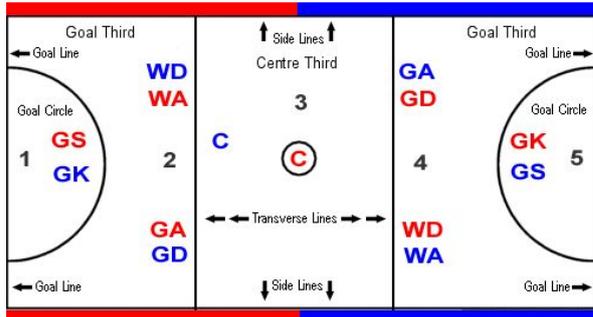
Ascending: Playing upwards.



Descending: Playing downwards.



Objective of the Game - To PASS the ball to players in your team to the shooting circle and SHOOT to score more the most goals.



Types of Passing



Shoulder (short/long pass)



Overhead (long pass)



Chest (short pass)



Bounce (short pass)

Footwork Rule

You can land one foot at a time or two footed when receiving the ball. You cannot move the foot that hits the ground first (landing foot) but you can pivot to change position

Held Ball Rule

You can only hold the ball for 3 seconds.

Obstruction/Contact Rule

You can mark a player with the ball 1m away but cannot make any physical contact with the ball or player.

Offside Rule

Each player must stay in their designated area.

Goal Shooter (GS) Areas : 1 & 2 Role: To score goals and to work in and around the circle with your Goal Attack

Goal Attack (GA) Area: 1,2 & 3 Role :To feed and work with your Goal Shooter and to score goals.

Wing Attack (WA) Area: 2 & 3: Role: To feed your circle players giving them shooting opportunities.

Centre (C) Area: 2, 3 & 4 Role: To take the Centre Pass and to be the link between your defence and the attack.

Wing Defence (WD) Area: 3 & 4 Role: To look for interceptions and to prevent the opposing Wing Attack from feeding players in your goal circle.

Goal Defence (GD) Area: 3, 4 & 5 Role: To win the ball and reduce the effectiveness of the opposing Goal Attack

Goal Keeper (GK) Area: 4 & 5 Responsibility To work with your Goal Defence and to prevent the opposing Goal Shooter from scoring goals



Tactics

1. Know which landing to use, one foot or two footed.
2. Know which is the best pass to make, when to pass the ball and know where and who to pass the ball to.
3. Defensive positioning on court, use team defensive tactics like man to man marking.
4. Attacking positioning on court, dodge to get free from your partner and use team attacking tactics like set plays.



Shooting Technique

Stand with your feet shoulder width apart. Hold the ball above your head. Bend your knees, then bend your forearms push to release the ball and flick your wrists. Aim for back of ring and above. Each goal = one point.



KNOWLEDGE ORGANISER

Subject: Physical Education - TABLE TENNIS

KEY WORDS

DEFINITION

GRIP

GRIP: As can be seen in the pictures we use the 'pistol' grip as this is a good grip for both **BACKHAND** and **FOREHAND** shots.

OBJECTIVE OF THE GAME

OBJECTIVE OF THE GAME: To hit the ball over the net so that it bounces on your opponents side of the table. The 1st player that fails to do this loses the **POINT**.

POINTS

POINTS: A point is won on every play. Each play starts with a **SERVE** and then players **RALLY** until one of them fails to hit their opponents side of the table with the ball and so loses the point. The 1st player to 11 pts wins.

SERVE

SERVE: This is a special shot that starts each play to try and win a point. The ball is held on the palm of the hand, thrown into the air behind the table and hit to make it bounce on your side, over the net and then onto your opponents side. This is the only time that you are allowed to hit the ball onto your side of the table. A player has 2 serves then its the other players turn. This continues until a player wins the game.

RALLY

RALLY: This is when players are letting the ball hit their side of the table and then returning the ball back over the net to each other.

TACTICS

TACTICS: Here are a few tactics to help you win a point.

1. Serve to the space at the side of your opponent.
2. Hit shots to different parts of the table to move your opponent around.
3. Hit shots to your opponents weaknesses like their backhand.
4. Hit the ball at the top of its bounce so that you can hit it as flat as possible.
5. Stay in the rally and keep making your opponent have to play one more shot because most points are won by someone making a mistake.
6. Hit the ball with spin because this makes your shots much harder to return.

STANCE

STANCE: As can be seen in the pictures your eyes should be on the ball, your bat in front of the body ready to play a **BACKHAND** or a **FOREHAND** shot, feet apart and knees bent so that you are ready to move especially side to side to get in position to play your shot.





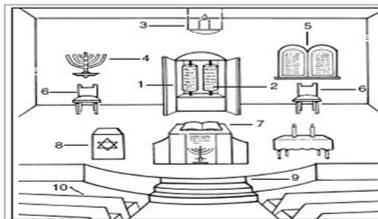
DEFINITION

| | |
|------------------------|---|
| Abraham | The founder of the Jewish people |
| Bar/Bat Mitzvah | Jewish coming of age ceremony |
| Brit Milah | Male infant circumcision ceremony |
| Covenant | an agreement between God and Man |
| Moses | the prophet who led the Exodus |
| Passover | the festival celebrating the liberation of the Israelites from Egyptian slavery |
| Seder | a ceremonial meal at Passover |
| Shabbat | the Jewish Sabbath |
| Synagogue | The Jewish place of worship |
| Torah | The Jewish Holy book |

Judaism began around 4000 years ago in the area now known as the Middle East. Judaism developed gradually over time but one of the key people linked with the origins of Judaism was a man named Abraham. Followers of Judaism are called Jews. Jews believe in one eternal God (God has always and will always exist). Jews believe they have a covenant (agreement) with God that if they follow God's rules God will protect and look after them. The Jewish place of worship is called the synagogue. The Jewish holy book is called the Torah which is written on a scroll. The Torah is written in Hebrew.

Abraham and the Covenant

The Torah says that God asks Abraham to do certain things, in return for which he will take special care of them. This agreement is called the covenant. The Torah says that God promised to make Abraham the father of a great people and said that Abraham and his descendants (offspring) must obey God. In return God would guide them and protect them and give them the land of Israel. Jewish men are circumcised as a symbol of this covenant. Circumcision is the removal of the foreskin of the penis. According to the Torah (Genesis 17: 9-14), Abraham was commanded by God to circumcise himself, all male members of his household, his descendants and slaves in an everlasting covenant. In the Torah it says ***"You shall be circumcised in the flesh of your foreskins, and it shall be a sign of the covenant between me and you."***
Genesis 17



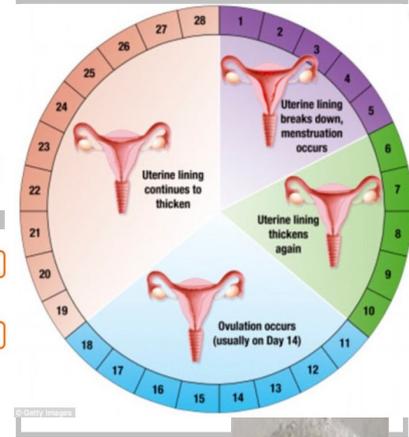
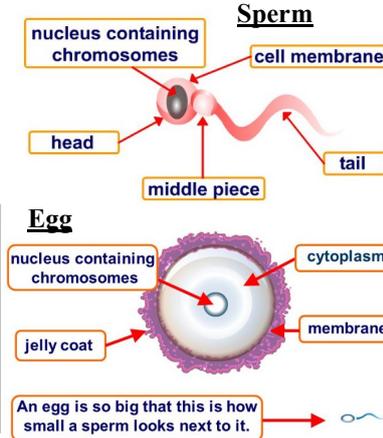
**Year7
Half Term 4
Judaism**



DEFINITION



| | |
|------------------------|--|
| Sperm | Male reproductive cell. |
| Egg | Female reproductive cell |
| Puberty | The years of your life between childhood and adulthood |
| Adolescence | The changes your body goes through to become sexually mature so that you can reproduce (make babies) |
| Hormones | A hormone is a chemical substance, Testosterone is the main male reproductive hormone . Oestrogen is the main female reproductive hormone. |
| Menstrual cycle | The menstrual cycle involves the preparation of the uterus lining so that it is able to receive a fertilized egg. |
| Uterus | Where a baby develops until its birth. |
| Ovulation | A mature egg is released from the ovary. |
| Fertilisation | The nuclei of the egg and sperm cells fuse together |



All cells start out as a zygote. This single cell then divides and as it does, the cells differentiate into different cell types.



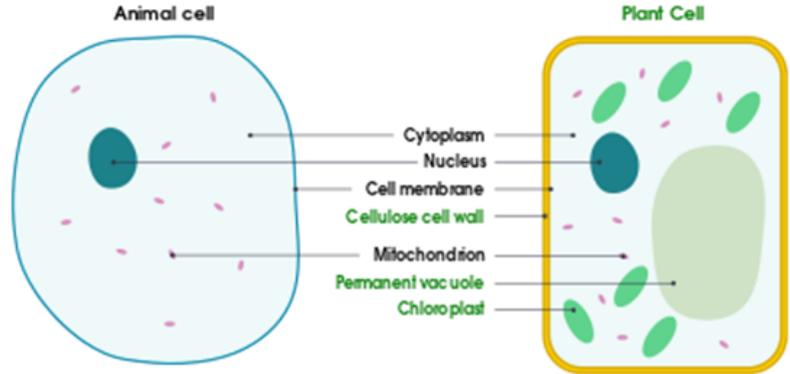
Changes during adolescence

| Male | Female |
|-------------------------------------|---------------------|
| Testosterone increases | Oestrogen increases |
| Facial hair appears | Breasts develop |
| Deeper voice due to larynx enlarges | Hips widen |
| Shoulders broaden | Ovulation occurs |
| Muscle development | Menstruation begins |
| Sperm production | Body fat increases |



DEFINITION

| | |
|----------------------|--|
| Cell membrane | Layer around a cell that controls what substances enter and leave the cell. |
| Cell Wall | Found in plant cells. A tough outer layer made of cellulose that surrounds the cell and gives it support. |
| Chloroplasts | Found in plant cells and contain a chemical called chlorophyll. The chloroplasts trap light to help the plant photosynthesise. |
| Cytoplasm | Is a jelly-like substance found in cells where chemical reactions take place. |
| Mitochondria | The part of the cell where respiration happens and energy is released. |
| Nucleus | Part of a cell that controls the cell and is where the DNA is found. |
| Vacuole | Part of a plant that contains cell sap and nutrients. It helps to keep the cell firm. |
| Ribosomes | Part of the cell where Proteins are made |
| Cells | Building block that all living things are made up of. |

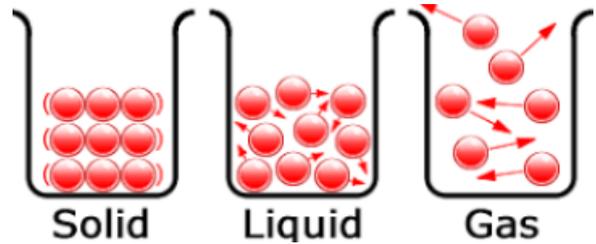


| | Type of cell | Function | Special features |
|--------------|-------------------------------------|--|--|
| Animal cells | Red blood cells | To carry oxygen | <ul style="list-style-type: none"> • Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus |
| | Nerve cells | To carry nerve impulses to different parts of the body | <ul style="list-style-type: none"> • Long • Connections at each end • Can carry electrical signals |
| | Male reproductive cell (sperm cell) | To reach female cell, and join with it | <ul style="list-style-type: none"> • Long tail for swimming • Head for getting into the female cell |
| Plant cells | Root hair cell | To absorb water and minerals | <ul style="list-style-type: none"> • Large surface area |
| | Leaf cell | To absorb sunlight for photosynthesis | <ul style="list-style-type: none"> • Large surface area • Lots of chloroplasts |

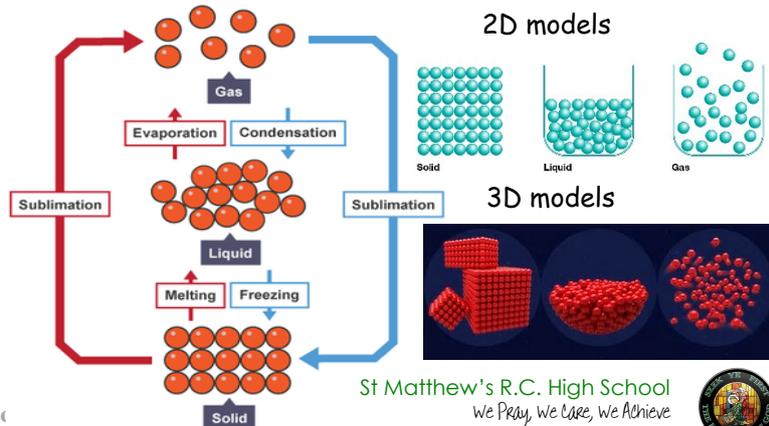


DEFINITION

| | |
|------------------------|---|
| State of matter | Matter is divided into three states: solid, liquid, and gas. |
| Melting | Change of state from solid to liquid. |
| Freezing | Change of state from liquid to solid |
| Evaporation | Change of state from liquid to gas. |
| Condensation | Change of state from gas to liquid. |
| Sublimation | Change of state of a solid to a gas without going through the liquid stage. |
| Rate | How fast an event, e.g. diffusion, is happening. |
| Concentration | The number of particles in a known volume. |
| Density | The amount of matter in a known volume |



| | | | |
|---|--|----------------------------------|--------------------------------|
| Organisation (Pattern) | Regular pattern | No pattern ,Random arrangement | No pattern, random arrangement |
| Spacing | All touching, close together | Close together | Wide spaces between, Far apart |
| (Touching?) Motion (Movement of molecules) | Vibrate on the spot, cannot move from one place to another | Move and slide around each other | Move quickly in all directions |
| Example | Bed | Cup of tea | Hairspray |
| (E.g. iPhone 6s...) | | | |





DEFINITION

Periodic Table

The periodic Table is a list of all the elements known to scientists, placed in order of atomic number and arranged into groups and periods

Element

An element is a substance made of only one type of atom eg. Oxygen is only made of Oxygen atoms and Gold has only Gold atoms

Atom

An atom is the smallest part of any element

Chemical symbol

A Chemical symbol is a universally recognised shorthand way of writing which element you mean. The first letter is always a capital letter and if there is a second letter, it is always lower case. Eg. Sodium has the symbol, Na , Hydrogen has the symbol, H

Chemical formula

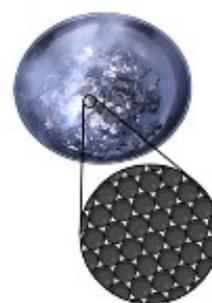
The chemical formula of a compound is the simplest way of representing the ratio of the elements in the substance. Eg. Carbon Dioxide has the formula CO_2

| | Group 1 | Group 2 | | | | | | | | | | | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 | Group 0 |
|----------|---------|---------|----|----|----|----|----|----|----|----|----|----|---------|---------|---------|---------|---------|---------|
| Period 1 | | | H | | | | | | | | | | | | | | | He |
| Period 2 | Li | Be | | | | | | | | | | | B | C | N | O | F | Ne |
| Period 3 | Na | Mg | | | | | | | | | | | Al | Si | P | S | Cl | Ar |
| Period 4 | K | Ca | Sc | Ti | V | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | Kr |
| Period 5 | Rb | Sr | Y | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I | Xe |
| Period 6 | Cs | Ba | La | Hf | Ta | W | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn |
| Period 7 | Fr | Ra | Ac | Rf | Db | Sg | Bh | Hs | Mt | Ds | Rg | | | | | | | |

An element is a substance made up of only **one type** of atom.



Copper is made up of copper atoms only.



Carbon is made up of carbon atoms only.



Helium is made up of helium atoms only.





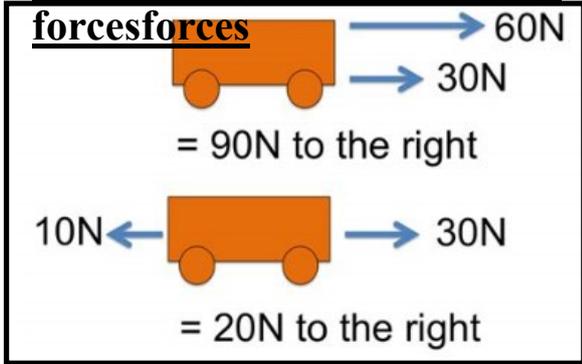
DEFINITION

| | |
|-------------------|---|
| Newton | The unit of force (N) |
| Newton meter | A piece of equipment that can be used to measure the size of a force. |
| Contact force | A force caused by contact between 2 objects, |
| Non contact force | A force caused by 2 objects that are not in contact. Example gravity |
| Resultant force | The total force acting on an object. |
| Balanced force | When the resultant force on an object is 0. |
| Unbalanced forces | When a resultant force on an object is more or less than 0 |
| Acceleration | Speed of an object is increasing |
| Deceleration | Speed of an object is decreasing. |
| Free Body force | A diagram that shows all the forces acting on an object |

F R I C T I O N



Calculating Resultant forces.



Newton meter



$$\text{speed} = \frac{\text{distance travelled}}{\text{time taken}}$$





DEFINITION

| | |
|----------------------|---|
| Nutrient. | A substance that we get from food. E.g. Protein |
| Function. | What it does. |
| Source. | Where it comes from. |
| Cross Contamination. | When harmful bacterial spreads from one food to another. E.g raw meat contaminating fresh food. |
| Danger Zone. | 5–62 degrees. The perfect conditions for bacteria to multiply. |
| Requirement. | Something that is needed or wanted. |
| Consequence. | A result or effect, typically one that is unwelcome or unpleasant. |
| Consideration. | Careful thought, typically over a period of time about something. |

Fruit and vegetables.

This should make up 1/3 of our diet each day. Fruit and vegetables provide us with vitamins that prevent illness.

It is recommended we have 10 portions a day.



Carbohydrates

This section should make up 1/3 of our diet each day. It provides us with carbohydrates. These are needed to provide us with energy.



Protein

This foods provide us with protein. Protein is needed for the growth and repair of muscles.



Dairy

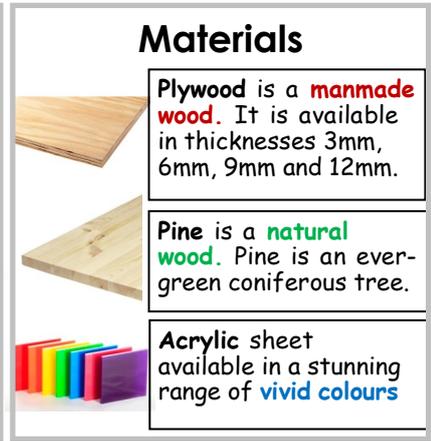
This section provides us with calcium. Calcium is needed to help our bones and teeth grow and strengthen.



Oils and Spreads

This is the smallest section. This provides us with fats. We need to be careful how much of this we eat as it will lead to weight gain.

| | |
|--|--|
|  | <h2>DEFINITION</h2> |
| 2D Design | 2D Design is a software that designers can use to design products. |
| Laser cutter | A laser cutter is used for cutting things, it is controlled by a computer. |
| CAD | CAD stands for Computer Aided Design . 2D Design is an example of CAD. |
| CAM | CAM stands for Computer Aided Manufacturing . The laser cutter is an example of CAM. |
| Template | A Template is something that you draw around. |
| Design Brief | A Design Brief is a short statement explaining what you are going to make and for whom. |
| Specification | A specification is a specific list of points that your product must meet. |
| Design Process | This is the process a person follows when designing and making a product. |
| PVA | PVA is used to glue wood together. |
| Cement Solvent | Cement Solvent melts two pieces of Acrylic together. |





DEFINITION

| | |
|-----------------------|--|
| Mood Board | A collection of images with a common theme used for designing |
| Decorative Techniques | Methods to add decoration to fabric |
| Tie Dye | Fabric is pleated, folded or crumpled and tied in place. The fabric is placed in dye which creates a pattern |
| Applique | To sew one fabric on top of another |
| Fabric Pens/ Crayons | Specialist pens and crayons which can be used on fabric |
| Seam | A method of joining two pieces of fabric |
| 1.5cm Seam Allowance | The distance sewn in from the edge of the fabric |
| Pins | Equipment used to hold fabric together whilst sewing |
| Needles | A piece of equipment used with thread to hand sew |

TIE DYE

Fabric is folded and tied in place with elastic bands. Placed in dye to create a pattern.



APPLIQUE

One fabric sewn onto another.

FABRIC PENS

Pens used for decorating fabric that do not wash out (colourfast).



Needles used to manually sew fabric



Pins used to hold fabric together whilst



Sewing machine used to sew fabric together to create products.



Famous Fashion Designers

Vivienne Westwood

Stella McCartney

Jennie Packham

Gianni Versace

Coco Chanel



