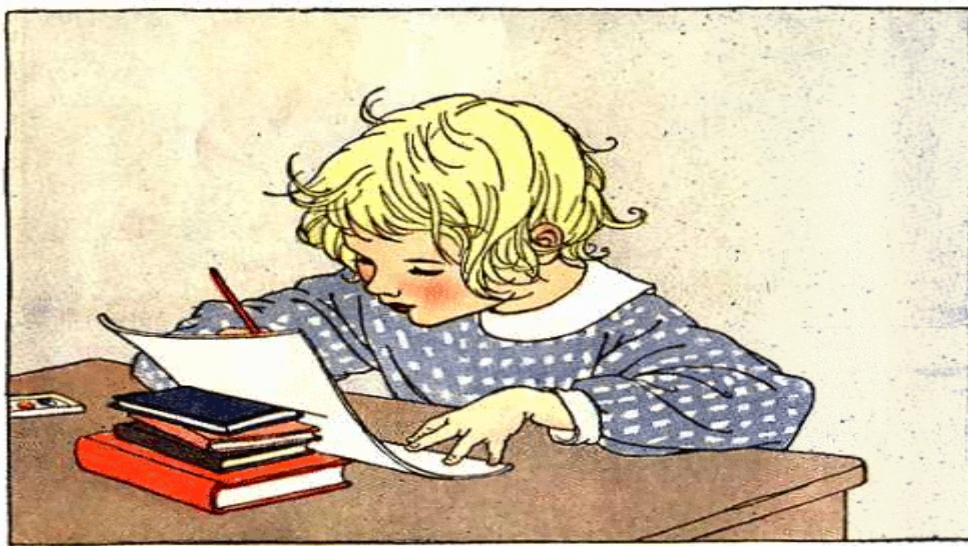


Year 8 Extended Homework Projects Booklet



EGA
2011 – 2012

Name _____

Tutor Group _____

Year 8 2011 Autumn Term

Personal Learning Extended Homework Projects

Week beginning September 12th	Week beginning September 19th	Week beginning September 26th	Week beginning October 3rd	Week beginning October 10th	Week beginning October 17th	Week beginning October 31st
Maths Project	Maths Project	Maths Project	Maths Project	Street Dance Styles	Street Dance Styles	Street Dance Styles
Art Project 1	Art Project 1	Art Project 1	Art Project 1	Drama Masks	Drama Masks	
			Geography Rivers	Geography Rivers	Geography Rivers	Geography Rivers
Week beginning November 7th	Week beginning November 14th	Week beginning November 21st	Week beginning Nov 28th	Week beginning December 5th	Week beginning December 12th	
ICT Project	ICT Project	ICT Project	English Magazine Project	English Magazine Project	English Magazine Project	
Citizenship Project	Citizenship Project	Citizenship Project				

You can see that there are eight projects to be completed before the end of this term.

Your teachers in these subjects will give you information to help you to complete these projects. You will also receive a homework project booklet containing further details.

Prizes and certificates will be given to students who complete the best projects and work will be displayed. To get the best result, start your project on time and make sure that you add to it every week.

Spring Term Timetable

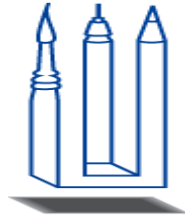
2012

Week beginning Tuesday Jan 3rd	Week Beginning Jan 9th	Week Beginning Jan 16th	Week Beginning Jan 23rd	Week Beginning Jan 30th	Week Beginning Feb 6th
PE Project	PE Project		Art project 2	Art project 2	Art project 2
Drama Project My First Play	Drama Project My First Play	Languages Project	Languages Project	Languages Project	Languages Project
English Magazine Project	English Magazine Project				
Week beginning Feb 20 th	Week beginning Feb 27th	Week beginning March 5th	Week beginning March 12th	Week beginning March 19th	Week beginning March 26th
Design Technology	Design Technology	Design Technology	Design Technology		

Keeping up to date is the key to success!

Summer Term Timetable

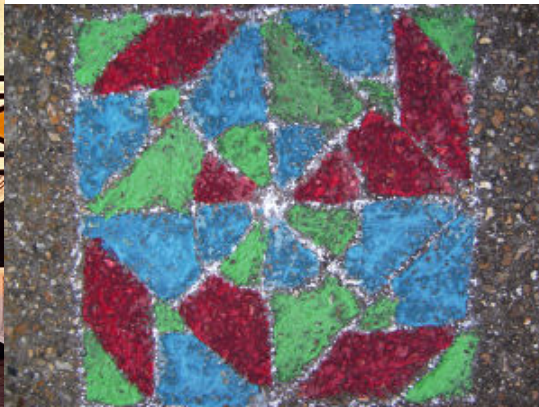
Week beginning April 16th	Week beginning April 23rd	Week beginning April 30th	Week beginning Tues May 8th	Week beginning May 14th	Week beginning May 21st
History Project	History Project	History Project	History Project	Art project 3	Art Project 3
Music The Blues	Music The Blues	Science Project	Science Project	Science Project	Science Project
Week beginning May 28th	Week beginning Weds 6th June	Week beginning 11 th June	Week beginning 18 th June	Week beginning 25 th June	Week beginning 2 nd July to the 20 th July
RE Project	RE Project	RE Project	RE Project	Individual Projects	Individual projects



Maths Extended Homework Project (four weeks)

The project

- An investigation into some of the ways maths has been used to make the world a more beautiful place.
- To use some of these ideas (or some different ideas from maths or art lessons) to make the school a more beautiful place.
- To think of some ideas to make the maths area in the new school stimulating, attractive and a learning environment.



After 1 Week: Write a brief report of at least 2 different ways that mathematical ideas and concepts have been used to produce visual decoration around the world.

After 3 weeks: Produce your own display piece that is visually stunning but also contains mathematical ideas to decorate school.

After 4 weeks: Reflect on the previous weeks and think how we might enliven and decorate the rebuilt school in ways that make people happy but also support thinking about maths.

Maths Success Criteria

- **Week 1** should result in a short piece of illustrated writing with hand drawn or borrowed images to illustrate your description of your mathematical decorations (at least 2) from around the world.
- **After week 3** you should have something which you are proud of and happy to be used as display in the school. Be prepared to briefly explain to your class what you have done. [If you wish to collaborate with others in your class you may.]
- **In the final week** you will have the opportunity to think how we might make the maths area of the rebuilt school the best in London. You will be expected to bring your own notes to a brief in class discussion where groups will swap ideas and report back.

Research Support

- School Learning Resources Centre
- Local public library
- Advice from teachers and parents
- Website links (we will help but you will also find your own)
- Computer access
- Worksheets with Key Words to get you going
- Materials to make your poster
- Display space
- Time in class to feed back

Yr 8 Independent Research Project

Art Project 1

Colour & Composition

You are expected to use your homework time to complete this project.

It's up to you how you develop this work in your book. You will be assessed on your research and how you use it.

We have suggested some of the things you could do below **BUT** you may choose to do something different!

1. Draw two different objects overlapping. See if you can include background and foreground. <u>Or I will...</u>	<input type="checkbox"/>
2. Use a pencil to show the texture of an object. Try getting close up and zoom in on a small area. <u>Or I will...</u>	<input type="checkbox"/>
3. Create a composition using overlapping numbers. Try making a stencil to do this. <u>Or I will...</u>	<input type="checkbox"/>
4. Find an example of Van Gogh's work. Draw a quick study of his painting. You must label the image. <u>Or I will...</u>	<input type="checkbox"/>
5. Create your own painting that uses layers and texture. <u>Or using my research I will...</u>	<input type="checkbox"/>

Yr 8 Independent Research
Art project 2
Positive/Negative

You are expected to use your homework time to complete this project. You must spend at least 1 hour on each task.

It's up to you how you develop this work in your book. You will be assessed on your research and how you use it.

We have suggested some of the things you could do below **BUT** you may choose to do something different!

- | | |
|--|--------------------------|
| 1. Find examples of paintings or drawings that only use shape at www.tate.org . Note the artists' names. Make a sketch of them and describe what you like or dislike about them. | <input type="checkbox"/> |
| 2. Set up a still life from objects around your home. Draw the shapes of the gaps between the objects. <u>Or</u> I will... | <input type="checkbox"/> |
| 3. Make outline drawings of some objects around your home. Turn them into silhouettes by colouring them or cutting them out. <u>Or</u> I will... | <input type="checkbox"/> |
| 4. Experiment with different backgrounds to your silhouettes (e.g. use colour or pattern). <u>Or</u> I will... | <input type="checkbox"/> |
| 5. Use the best parts of your drawings and experiments to make a two dimensional work titled 'Mind the Gap'
<u>Or</u> using my research I will... | <input type="checkbox"/> |

Yr 8 Independent Research Project.
Patterns from Nature. Antoni Gaudi

Project 3

You are expected to use your homework time to complete this project

Research the work of architect **Antoni Gaudi**.

Investigate how Gaudi uses shapes, textures and colour found in nature to inspire his work. Draw, print out and stick into your book the examples and images of **5** of his building designs you have chosen.

- To achieve a **level 5** make your own notes and comments about your choice of work.
- To achieve a **level 6** use different materials to document the work and make connections to the work your doing in class.
- Use these websites to help you:

<http://www.barcelona-tourist-guide.com/en/gaudi/barcelona-gaudi.html>

<http://dir.yahoo.com/thepark/8410/natures-apprentice-antoni-gaud>

Or.....type: **Antoni Gaudi** into Google and see what you can find.....

1. I have made notes and drawings on....	
2. I have made notes and drawings on....	<input type="checkbox"/>
3. I have made notes and drawings on....	<input type="checkbox"/>
4. I have made notes and drawings on....	<input type="checkbox"/>
5. I have made notes and drawings on....	<input type="checkbox"/>

Year 8 Dance Homework



Q: What can you find out about Street Dance ?

(History of the style, names and examples of dance moves, important dancers/choreographers/groups)

This is a computer research homework task. You will need access to the internet, use school computers if you need to.

Present your findings by either:

- Creating a leaflet in publisher (use pictures, an eye catching layout, include correct and interesting information) don't forget to save it!

OR

- A five slide power point presentation (using pictures, animations, a consistent layout, include correct and interesting information) don't forget to save it!



Yr 8 Independent Research Project - Drama

Autumn term Title: Masks

You are expected to use your homework time to complete this project. You should spend 1 hour on each task

We have suggested some of the things you could do below **but** you may choose to develop your work in other ways.

1. Box 1

Research masks from 2 different countries or periods - *eg Venetian masks, Beijing opera masks.*

What are the masks used for? What are the differences? What are some similarities?

Sketch and label examples of the masks and features.

2. Box 2

Research how masks were used in Ancient Greek theatre. Make reference to their size and why they were a certain size. (*clue- because of where ancient Greek plays were performed*).

3. Box 3

Using information from one of the periods or countries you have researched, design your own mask. Make sure you use the features and style of that period or country. Label any unique features and describe what you would use the mask for.

4. Box 4

Characters can hide things about themselves behind an invisible mask. They don't need to wear an actual mask. Write a monologue for a character called 'Blossom'. She is hiding something. What does she share with the audience? Be creative with your words.

Drama
Autumn term Title: Masks

Your A3 sheet divided into 4 sections for your tasks

<p>Box 1</p> <p>Research of 2 types of masks</p>	<p>Box 2</p> <p>Ancient Greek theatre and masks</p>
<p>Box 3</p> <p>Design and label own mask</p>	<p>Box 4</p> <p>Blossom's monologue</p>

Year 8 Geography Homework Project
Unit 2 Water World
How do Rivers work?

Your Task: To produce an information leaflet about one river.

Success Criteria

- Knowledge of places and features
- Graphical skills including maps and sketches
- Understanding of geographical processes

Helpful Sources

- www.bbc.co.uk/schools/geography
- www.geography.learnonthenet.co.uk
- School Library Geography section
- Help sheets from your Geography teachers

Planning

By week one you should have selected your river. This could be a local river such as the Lea, a world famous river such as the Ganges or a river that has been in the news such as the Thames or Mississippi.

By week two you should have drawn a map to show the location of the river.

By week three you should have described some of the features of a river.

By week four you should have explained some of the processes that shape the features of the river.

By week five you should have described the impact that the river has on humans.

By week six you should have completed all sections with cover, contents page and glossary.

Rewards

There will be end of term prizes presented to the students who have shown most progress in their Rivers project.

Year 8 P.E Homework

Q: What do you know about Fair play and Etiquette in Sport?

**What is fair play? Can you give examples of this?
What is etiquette? Can you give examples of this?
Why is it important to show etiquette in sport?
Why is it important to have fair play in sport?**

This is a computer research homework task. You will need access to the internet, use school computers if you need to.

Once you have done your initial research, you must create a leaflet. It must include:

1. Definitions of etiquette and fair play
2. Examples of both
3. Reasons why it's important to have these in sport
4. Pictures and/ or photos
5. It must be bright, colourful and eye catching!



ICT Extended Projects Summary sheet

Brief description of project: Control in the home	
The Control in the home project will allow students to look at the changes in technology, and consider the possible uses of technology in a home of the future. Students will be given a paper-based resource on which they can complete and submit their project.	
Criteria for judging success and project ending	
What I will be looking for (WILF)	
<u>Students who:</u>	
<input type="checkbox"/> Can choose five electronic control devices from the world around them	
<input type="checkbox"/> Can describe what life was like without these electronic control devices	
<input type="checkbox"/> Can decide what electronic devices and systems might be in a house of the future to make life easier	
<input type="checkbox"/> Can draw a simple plan of each room in the house of the future after thinking about the purpose of each room	
<input type="checkbox"/> Can think about energy sources and all the control devices they will have, and how all of these will be controlled	
<input type="checkbox"/> Can think of devices they could use to make the house secure	
<input type="checkbox"/> Can list four good and four bad points of working from home	
Certificates issued to the 3 best homework projects in the year group.	
Length of project : 3 weeks	
Deadlines for completion	
End of week 1:	Choose five electronic control devices from the world around them Describe what life was like without these electronic control devices
End of week 2:	Decide what electronic devices and systems might be in a house of the future to make life easier Draw a simple plan of each room in the house of the future after thinking about the purpose of each room
End of week 3:	Think about energy sources and all the control devices they will have, and how all of these will be controlled
End of week 4:	Think of devices they could use to make the house secure List four good and four bad points of working from home
Support for Research	
<u>Internet:</u> http://www.google.co.uk	
<u>Software:</u> Web browser (Internet Explorer)	

MFL Extended Homework Project (four weeks)

Brief description of project:

Pupils will research in detail a place (city, town, village, resort) in the country relevant to the languages they are studying. They will be asked to present information in the form of a powerpoint presentation to advertise it to others.

Week 1: Pupils will have researched the geography and history of the area. Using learning mats, dictionaries and other vocabulary sheets (provided) they will present this information in the target language.

Week 2: Pupils will have researched and added information about religions, festivals, typical foods, etc.

Week 3: Pupils will have researched and added information about how to get there, how to travel around, and what there is to see and do.

Week 4: Pupils should ensure their powerpoint is finished and ready to hand in with relevant pictures, etc. They should prepare a short to speech in the target language to explain the information contained in their presentation.

Success criteria

- Completion of all tasks required with appropriately detailed information.
- Completed work handed in to meet all deadlines.
- Good use of target language (use of language mats, vocabulary sheets – NOT TRANSLATOR!)
- A well presented powerpoint and a well prepared speech.
- Certificate of achievement for fully completed and well presented powerpoints.

Year 8 English Extended Homework Project 2011-2012

Create your own magazine

You have **5 weeks** to plan, design, write, edit and put together your own new magazine. You must do tasks 1, 2 and 3. Choose at least three other tasks from 4-7 to complete. When you have finished, attach all your work together so it looks like a real magazine.

Last year, some of the best magazines produced were handwritten and hand designed. If you want to use ICT, you must be able to print your work yourself. We will not do any printing in the English office or accept work on a USB. **DO NOT COPY AND PASTE** any writing from the internet or fill your magazine with pictures. We are assessing you on your **writing** skills.

TASK 1: Brainstorm all your ideas for your magazine

Choose the focus, target audience and name of your magazine.

TASK 2: Design a front cover for the first issue. DO THIS LAST!

TASK 3: Write the Editor's letter for your first issue

Explain to your readers what the magazine is going to be about and why they will love reading it. You will also introduce what is going to be in this issue.

TASK 4: Write a magazine article

This could be about any topic which readers of your magazine would be interested in. Lay out your page in columns to make it look authentic.

TASK 5: Write a celebrity interview

Pick a famous person who readers of your magazine would be interested in and include each question followed by the answer.

TASK 6: Create a review page

You could review anything which is relevant to your magazine: films, music, beauty products, shops, football teams, etc.

TASK 7: Create an agony aunt page

Make up letters which readers of your magazine have sent in with their problems or questions. Write your advice in response to each of these letters.

Extension:

Write a variety of articles with different topics and purposes, e.g. pieces which are informative, opinion based, to entertain or advise.

Assessment:

You will hand in your completed magazine to your English teacher. You will receive positive comments about your overall design and the quality of your writing, as well as targets for improvement. The best magazines from each class will receive certificates and be displayed around the school.

Yr 8 Independent Research Project - Drama

Spring term Title: My First Play

You are expected to use your homework time to complete this project. You should spend 1 hour on each task

We have suggested some of the things you could do below **but** you may choose to develop your work in other ways.

1. Box 1

You are going to write your first play. To prepare, research some top tips for writing a play. Make reference to character, plot, theme, conflict, resolution, dialogue and stage directions. Find some examples of good dialogue from other plays.

2. Box 2

You have a choice of stimulus themes to give you an idea for writing your first play:

'head in the clouds', 'a face tells a story' or 'we both will'.

Brainstorm ideas for a play with 3 characters. Who are they? Where are they? What has brought them together? How does the situation end? What do you want the audience to think when your play is finished?

The script needs to take place at one time, in one place.

3. Box 3 and 4

Write your script in the last 2 boxes. You may want to word process your script and then glue it on when it is finished.

Make sure your script reflects the planning.

Read the dialogue aloud as you go along to hear what it sounds like.

Design and Technology

Art Deco Project

You are expected to use your homework time over the next few weeks to complete these three tasks. Working independently is a key skill. Make sure you organise your time so you can get things printed – this is also part of the work.

The first part of this project is designed to help familiarise you with the Art Deco style.

Week 1

Go to www.funkidslive.com and type **art deco movement** into the search. Then click on the link **1920s and 1930s Houses, and the Art Deco movement** and read the whole page

Then go to www.wikipedia.org and type in Art Deco into the search and read that page too.

Now produce an interesting piece in your own words about the Art Deco movement, the things that influenced it and any other interesting facts you have found out.

Week 2

For the next part you will need to go to Google images.

Get an image of:

- A hotel in Miami's Art Deco district
- An Art Deco tube station
- An Art Deco rug or textile
- An Art Deco cinema
- An Art Deco clock
- A piece of Art Deco jewellery
- An Art Deco poster or book cover
- An Art Deco radio made of bakelite

Save these and get them printed.

Week 3

Finally, now you are going to produce an interesting poster on Art Deco.

You need to do an Art Deco title and will find good examples of Deco lettering on www.fontspace.com

You will already have a good range of images to show the style.

Write a brief history outlining some of the influences.

Your poster should be no bigger than A3 and you should present it with Deco styling.

Have fun!

Yr 8 Music Independent Research Project

The Blues

Design a poster or powerpoint presentation on the Blues

Include the following information:

- The History of the Blues
- Main features of the music (instrumentation, style, etc)
- Examples of at least three Blues Artists
- Listening lists (or audio/video clips)
- Illustrations
- Make sure that your work is in your own words!

Be ready to present your work to the class



Year 8 History Project

Why do Monarchs no longer rule in Britain and France?

Your Task: To produce a report on why Monarchs no longer rule in Britain and France.

Success Criteria

- An account of the French Revolution
- An explanation of what the Chartists wanted in the UK

That you talk about the importance of the French Revolution and the work of the Chartists in affecting the power of the monarchs in Britain and France.

. Helpful Sources

- http://www.bbc.co.uk/history/british/victorians/chartist_01.sht
http://www.bbc.co.uk/history/british/empire_seapower/british_french_rev_01.shtml
- <http://chnm.gmu.edu/revolution/>
- School Library History section
- Help sheets from your History teachers

Planning

By week one you should have researched the French Revolution.

By week two you should have explained what caused the French Revolution.

By week three you should have described some of the events of the revolution. (The execution of the Royal Family, The rights of man, The terror)

By week four you should have explained the impact of the French Revolution on Britain.

By week five you should have described the Chartist movement and what its aims were.

By week six you should have explained what parts of the charter were achieved. You have completed all sections with cover, contents page and glossary.

Rewards

There will be end of term prizes presented to the students who have shown most progress in their Monarchs project.

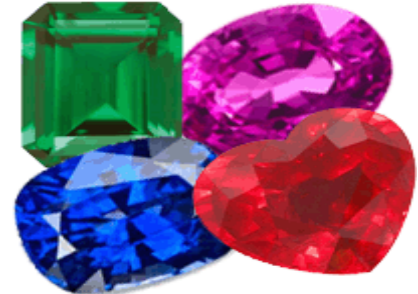
Year 8 Science Homework project: Diamond, Ruby and Sapphire

Which of these gemstones would you like to give or receive as a gift? People have enjoyed wearing gemstones for centuries.

Muslims living a thousand years ago were no exception. Of course, everyone wanted the most beautiful jewels and to pay fair prices for them.

Gemstones are special types of minerals. They are rare, beautiful and hard. The Ancient Egyptians,

Greeks and Indians, as well as the Romans, knew a great deal about gemstones. Starting just over a thousand years ago, Muslim scientists continued to build on and extend this knowledge.



Al-Biruni (973 - 1050 CE) observed gemstones carefully. He recorded his observations in detail.

[Rubies] possess different characteristics with respect to brightness of the colour, clarity, glitter, sheen, reflection, and purity from blemishes, and their prices go up according to these characteristics.

If scarlet blood is...spread over a clean piece of silver, the resultant coloration would be like that of the pomegranate-coloured ruby.

Al-Biruni also classified gems. He grouped them according to the properties below:

- Colour
- Powder colour
- Dispersion (whether white light splits up into the colours of the rainbow when it goes through the gem)
- Hardness
- Crystal shape
- Density

People had studied some of these properties many years earlier. Al-Biruni and other Muslims developed the work of the earlier scientists. Al-Biruni also used combinations of properties to identify gemstones.



Crystal shape

Al-Tifashi studied crystal shape. More than 700 years ago he described diamond crystals:

The faces are triangles. If [a diamond] is broken, the faces will be triangular, even at the smallest parts.

Two hundred years earlier, Al-Biruni used crystal shape to help him decide whether a gemstone was quartz or diamond.

Task: Produce a leaflet on a gemstone of your choice. You may want to include the following information or pick your own one to find out.

How is it made? Where in the world is it from? Why is it so expensive? Why are they coloured? How are they cut? Can they be used for healing?

RE - What is Wrong with the World Today?

YEAR 8 ETHICAL ISSUES PROJECT

YOU ARE GOING TO DO A PROJECT ON AN ETHICAL ISSUE OF YOUR CHOICE. THE PROJECT NEEDS TO BE PRESENTED AS A POWERPOINT TO THE REST OF YOUR CLASS.

THE FIRST THING YOU NEED TO DO IS PICK A TOPIC. YOU ALSO NEED TO THINK OF A TITLE;

FOR EXAMPLE CRIME IS TOO WIDE A TOPIC; YOU'VE ONLY GOT A FEW WEEKS TO WORK ON THIS. SO NARROW IT DOWN, YOUTH CRIME FOR EXAMPLE, OR KNIFE CRIME, OR EVEN PRISONS.

MAKE SURE YOUR TEACHER HAS APPROVED YOUR TITLE.

THE SECOND THING YOU NEED TO DO IS FIND OUT WHAT PEOPLE YOU KNOW THINK ABOUT THIS ISSUE. TALK TO YOUR FAMILY AND FRIENDS AND SEE WHAT THEY THINK.

GET THEIR THOUGHTS IN DETAIL, OBVIOUSLY EVERYONE THINKS CRIME IS WRONG, ASK QUESTIONS LIKE IS THERE MORE YOUTH CRIME NOW THAN 50 YEARS AGO, ARE KNIVES TOO EASY TO BUY, WHAT IS THE POINT OF PRISONS

THE THIRD THING YOU NEED TO DO IS FIND OUT WHAT DIFFERENT RELIGIONS THINK ABOUT THIS ISSUE. WRITE THEM DOWN. COMPARE THESE THOUGHTS WITH THE THOUGHTS YOU HAVE FOUND FROM YOUR FRIENDS AND FAMILY.

THE FOURTH THING YOU NEED TO DO IS TALK ABOUT YOUR OPINION OF THE ISSUE AND WHY YOU THINK THIS. HAS YOUR MIND CHANGED SINCE STARTING THE PROJECT? IF SO, WHAT CHANGED YOUR MIND? IF NOT, WHY NOT?

THE LAST THING YOU NEED TO DO IS TO SHOW YOUR PRESENTATION TO THE REST OF THE CLASS.



Level 4 Make links, think about meanings and put yourself in the position of others



Level 5 Think about the reasons behind things and give your own opinions



Level 6 Think about how religious beliefs might have an effect on the lives of believers

Citizenship Homework Project

This is a four week project. You should complete all three tasks in that time.

Task one.

- Research what a “Pressure Group” is.
- Describe what a pressure group does

Questions:

- If you set up a pressure group, what issue would you concentrate on?
- What would you like to change? How would you go about it?

Task two

Research the work of “Amnesty international”

- When was Amnesty international founded?
- Why was Amnesty international set up?
- Describe some of the work that Amnesty International does

Task three

- What is a “prisoner of conscience?”
- How does Amnesty International help prisoners of conscience?
- Prepare a presentation on one prisoner of conscience being supported by amnesty international to share with your class. Your presentation should be no more than 5 minutes long.

