

THE BOURNE ACADEMY KNOWLEDGE ORGANISER

everyone is a learner, everyone is a teacher



Year 7
Spring Term 2024-2025

Ambitious

Self Confident

Physically Literate

Independent

Resilient

Eemotionally Literate

Name:

House:

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Excellence at The Bourne Academy: Using your Knowledge Organisers'

'Don't just practise until you get it right practise until you can't get it wrong.' - Daniel Willingham

Routines for Excellence

- You will get out your TBA Knowledge Organiser Booklet at the start of every lesson along with your Knowledge Organiser practise exercise book
- Your teacher will set you sections of the Knowledge Organiser to learn, off by heart, in every lesson.
- Your teacher will set you quizzes to test your knowledge every lesson.
- Your teacher will regularly set you questions that require you to APPLY your knowledge
- Your TBA Knowledge Organisers are saved on Show My Homework and on TBA website

How to revise with your Knowledge Organisers'

Self-quizzing

Look/read, cover, write and then **green pen check** your answers to show you where your 'knowledge gaps' are. Repeat until you have mastered the knowledge...until you can't get the knowledge wrong



Look/Read



Cover



Write



Check

Low-stakes testing

Your teachers will always have a '**Do now**' activity on the board at the start of lesson. Do as much as you can from memory. Use your Knowledge Organiser to **green-pen check** what you have accurately remembered. **Then green pen correct**. Repeat, each time **checking** and **correcting** until you have mastered your knowledge gaps.



HOW DO WE REVISE WITH OUR KNOWLEDGE ORGANISERS?

RECORD IT

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want.



TEACH IT

Teach someone your key facts and then get them to test you, or even test them.



FLASH CARDS

Write the keyword/date on one side and the explanation on the other. Ask someone to quiz you on either side.



BACK 2 FRONT

Write down the answers and then write what the questions the teacher may ask to get those answers.



HIDE AND SEEK

Read through your Knowledge Organiser, put it down and try to write out as much as you can remember. Then keep adding to it until it is full.



SKETCH IT

Draw pictures to represent the facts or dates. It could be a simple drawing or something that reminds you of the answer,



POST ITS

Using a pack of post it notes, write out as many of the keywords or dates as you can remember in 1 minute.



PRACTICE

Some will remember knowledge by simply writing the facts, over and over again.



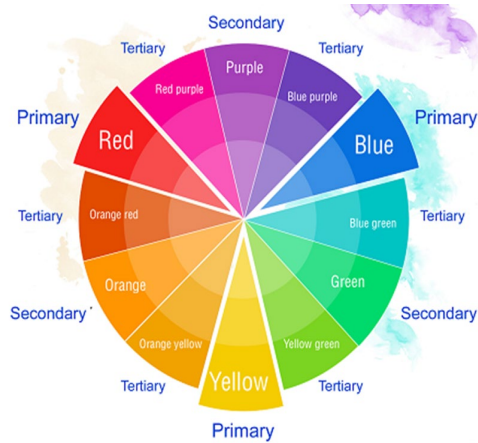
READ ALOUD

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts - it really helps you remember.





A. The Colour Wheel



The Colour Wheel is the tool to helping you understand colour theory. Artists use the wheel to see which colours are harmonious and which are complementary.

D. Key Words

- a. The Colour Wheel:** a simple Colour Wheel is made up of 12 colours, including 3 primary colours, 3 secondary colours and tertiary colours.
- b. Hue:** another term for colour. The pure colour.
- c. Tint:** the pure colour, mixed with white.
- d. Tone:** the pure colour, mixed with grey.
- e. Shade:** the pure colour, mixed with black.

B. Colour Theory

Colour Theory is a set of rules for colour mixing and colour combinations to make an artwork eye catching.



Primary Colours



Secondary Colours



Tertiary Colours

Primary Colours are a set of three colours that cannot be created by mixing other colours. They are red, blue, and yellow.

Secondary Colours are colours created by mixing two primary colours.

Tertiary Colours are colours resulted by mixing a primary colour with a secondary colour.

C. Mixing Colours

When mixing secondary colours, equal amounts of primary colours should be added together.

When mixing tertiary colours, equal amounts of primary and secondary colours should be added together.

When all three primary colours are mixed, a **neutral** colour is made: a brown-grey colour.

Complementary colours are opposites on the 'Colour Wheel'; each primary colour is opposite a Secondary colour. These colours bring out the intensity in each other. They have high contrast and high impact together.

Harmonious colours sit beside each other on the 'Colour Wheel' and work well together.



E. Definitions

a) Line – a mark made using a drawing tool or brush. They can be thick or thin, horizontal, vertical, curved, etc.

b) Shape – an area that is enclosed by line(s); two-dimensional or flat.

c) Form – an area that is three-dimensional and includes height, width and depth (as in a cube, a sphere, a pyramid, or cylinder).

d) Texture – how something feels. There are two types of texture: actual (tactile) texture and visual texture (that can be created).

e) Pattern – a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif.

f) Tone – refers to the light and dark values used to make an object look realistic. Shading is used to create shadows and create 'form'.

g) Surface – the surface affects how a colour is reflected or scattered, depending upon its texture.

h) Composition – refers to the arrangement or placement of things within an artwork.

h) Media – the material and tools used by an artist to create an artwork, e.g. "pen and ink" where the pen is the tool and the ink is the material.

i) Expression – the ability to show emotion or create a mood or feeling within a piece of art.

j) Contrast – refers to the arrangement of opposite elements and effects, e.g. light and dark colours, smooth and rough textures.

k) Proportion – refers to the dimensions of a composition and relationships between height, width and depth. Proportion also describes how different parts of a piece of art relate to each other.

l) Perspective – refers to the representation of three-dimensional objects or spaces in two-dimensional artworks. Artists use perspective techniques to create an impression of depth.

m) Mark making – describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.

n) Vibrant – refers to the intensity of colour, they are bright and strong.