

English

Year 7 Independent Homework Tasks

For each of the following six units of study, each student will need to complete two of the four tasks detailed. Students are able to select any two that they are drawn to. In some cases, teachers may insist on the completion of one, or more specific tasks. Teachers will inform students of specific deadlines.

Unless stated, each task should be completed individually.

Introduction Unit

1. Design a leaflet that would best inform next year's Year 7 on what to expect and how best to prepare for their first term at Skinners'. You are encouraged to explore the use of colour in leaflets and other presentational/structural devices (such as bullet points, font styles, paragraph sequencing, boxes, pie charts, use of image). It is very important to carefully proof read your writing, using the skills that you have developed in your first term.
2. Drawing upon the learning gained from the visit of Paul Lyalls, performance poet. This should be a stand alone task in the scheme. Students create a poem (maximum of 30 lines) that draws upon their attitudes to the world around them. Ideally, try to draw a thematic link with the class reader. All students will enter their poem in the *Talkin' 'Bout My Generation, Young Writers Competition*. Making use of the library period is advisable – Mrs Tourle has created a display of recommended readers, with the aim of inspiring students.
3. Read at least one book from the Year 7 Recommended Reading list. Prepare a 60 second persuasive pitch that will be delivered to an audience – and will seek to influence them on the merits of the book. You will be arguing in favour of, against or offering a balance. Your opinion must be evident.
4. Select a character that captures you from the class reader; create a piece of art that is inspired by them, and their actions in the novel. You will need to be prepared to inform an audience of your motivations and ideas.

Quest for the Cursed Chalice

1. Write your own 'Quest for the Cursed Chalice' inspired story, using the planning, drafting and time management skills that you have developed over the course of this Unit. The story will be entered in for the highly prestigious 'Quest for the Cursed Chalice' Cup; to be awarded in the New Year.
2. Carefully research one of the settings that feature within your 'Quest for the Cursed Chalice' story. Create an informative poster that includes information on its:
 - People
 - Cultures and traditions
 - Geography
 - History
3. Watch a 'Quest' film of your choice (12 or under) and create at least one A4 billboard poster that encourages people to watch it. Your poster(s) must convey to the audience the generic features of a 'Quest' film.
4. Conduct research in to an explorer or adventurer. Devise a new coded language. Write a 30-50 word piece of writing about a famous explorer, using this new language, detailing who they are, where they went and what they achieved. Your classmates will attempt to break the code.

Introduction to Shakespeare

1. Be a member of the 'Quest for the Cursed Chalice' Executive Committee. Your role will require you to read the 8 submitted short stories, writing notes on your opinions and presenting these opinions when the Executive Committee meet. The Executive Committee will decide which story is deserved of winning the 'Quest of the Cursed Chalice' Cup and will reveal the result to the rest of the Year group.
2. Group Task. Groups should not be of more than five. Each group has to produce a guidebook/textbook/entertainment guide for an area of Shakespeare or the theatre. Suggested areas are: Shakespeare's life, A guide to two or three plays, Elizabethan theatre and its conventions, Elizabethan life, Shakespeare's Language and Insults, instructions or a game
3. Group Task. Groups should not consist of more than 5. Each group has to write, produce and perform a 3 minute play inspired by one of the Shakespearian scenes they have studied. The group should expect to perform their play to the rest of the class.

4. Go to the theatre and see a dramatic performance (whether it be a play or musical). Write a review of this performance, in the style of a Junior Theatre Critic. You must gain parental permission first. Note: The performance does not have to be one of Shakespeare's plays.

Poetry

1. Design and create a Poetry Anthology which will best present the poems that you have written in class. Your Anthology will:
 - Contain at least 7 poems
 - Have a personal title
 - Have a front cover, contents page and back cover
 - Contain a brief piece of writing about the author
 - Either be typed, handwritten or a combination of the two
2. Select one form of poetry that you particularly like and locate at least three poems that represent it. Prepare a 2 minute talk, detailing:
 - What characterises this form of poetry
 - Why you have selected it
 - What are these poems about
 - The different poetic techniques that you have noticed the poets make use of
3. Select a poem (at least 12 lines in length) and memorise it, ready for recital. You will need to think carefully about performance, considering the tone, pace and range of your voice, body language and facial expressions.
4. Create a piece of art work inspired by a poem that you have read. You may select any poem and use any materials, form or style. You will need to be prepared to inform an audience of your motivations and ideas.

Myths & Legends

1. Investigate a myth or legend that interests you. You might like to consider a local myth or legend – or one from further afield. Create a booklet that details your research and investigations.
2. Create a comic book story that illustrates the adventure of a mythical creature or legend.

3. Group task. Groups should not be of more than five. Shoot a short fictional film about a mythical creature or legend. (Either one that your audience will be aware of, or one that is created by the group.) You must think carefully about your choice of locations, actors, lighting, costume and sound. Films can be created through use of video cameras or mobile phones. Parental permission will need to be gained if borrowing equipment and when selecting shooting locations.
4. Group task. Groups should not be of more than five. Plan and shoot a series of photographs that detail the story of a mythical creature or legend. You must think carefully about your choice of locations, actors, lighting, costume and position of objects/individuals within each shot. Between 10 and 20 photographs. Present these photographs in PowerPoint form.

Media & Origins of Language

1. Select your favourite meal. Research how it is made. Write a step-by-step guide that informs a person of how to make it. Your guide is aimed at a Key Stage 2 child. Repeat this process for a Key Stage 3 student. If possible, you might like to make the dish – don't forget to ask permission from a parent first!
2. Develop your vocabulary. Locate and learn (spellings and definitions) 30 new adjectives.
3. Group task. Groups should not be of more than four. Script your own soap scene for a pitch. You will present your scene to an audience.
4. Choose a modern day 'hero' that people look up to. Through research on the Internet, newspapers, magazines, radio and TV, build a portrait of this person. Your information will be presented in a series of PowerPoint slides, with the objective of communicating:
 - Who idolises them
 - Why are they idolised
 - How different publications/media present people in different ways
 - What motivates 'the media'