



NEWSLETTER

Friday 5th February 2021

National Apprenticeship Week 8-14 February 2021



As part of this national event students will be informed of many exciting and informative remote events that they can take part in about Apprenticeships.

Apprenticeships combine practical training in a job with study. As an apprentice they will be an employee earning a wage and getting holiday pay whilst working alongside experienced staff and gaining job-specific skills. There a huge range of career pathways that are available for Apprenticeship Schemes and this a good opportunity to find out more. Many of our students have completed their apprentice training since leaving HCC and have secured entry into a rewarding professional career.

NATIONAL APPRENTICESHIP WEEK 8-14 FEB 2021

SWAAN VIRTUAL APPRENTICESHIP EXPO 2021
Thurs 11 Feb 2pm-6pm

7 steps to apprenticeships
Get ahead of the game with hints, tips and tricks to secure your apprenticeship placement

exeter college

CMI PRE-EVENT SPECIAL
Fri 5 Feb
Exeter College Management Apprentices in conversation with Robert Halfon MP

STANDARDS & SPARKLES AWARDS LAUNCH
Wed 10 Feb

EMPLOYER WEBINAR
Thurs 11 Feb
How Exeter College are supporting your Apprentices - focus on progression and wellbeing

Apprenticeships

MONDAY FOCUS ON
Hair, Sport and Automotive
EMPLOYERS Apprenticeship Hub Live!

TUESDAY FOCUS ON
Professional Studies: HR Management and Project Management

WEDNESDAY FOCUS ON
Care, Digital and IT

THURS SWAAN EXPO

FRIDAY FOCUS ON
Engineering and Construction
EMPLOYERS Apprenticeship Hub Live!

CALL 01392 400800 OR USE THE LINK TO BOOK A VIRTUAL APPOINTMENT WITH OUR FRIENDLY EXPERTS

Different levels of Apprenticeships available

INTERMEDIATE APPRENTICESHIP	ADVANCED APPRENTICESHIP	HIGHER & DEGREE APPRENTICESHIP
<ul style="list-style-type: none"> • Level 2 • 12 - 18 months • Equivalent to 5 GCSEs A* - C 	<ul style="list-style-type: none"> • Level 3 • 18 - 48 months • Equivalent to 2 A-levels 	<ul style="list-style-type: none"> • Levels 4, 5, 6, 7 • 24 months+ • Equivalent to foundation degree level+

Apprenticeships are available for a range of abilities for individuals to complete. Degree Apprenticeships are becoming increasingly available and are a real option for students leaving Post-16 and continuing their Higher Education rather than the traditional university route.

Apprenticeships can be available within any size company including many of the large ones Including the Met Office, South West Water, NHS and the Army.

Events and Further Information

Information	Link
Government site where vacancies are advertised, and students can register to be informed of vacancies	https://www.gov.uk/apply-apprenticeship
Government website that includes a general guide to apprenticeships and an A to Z of apprenticeship scheme	https://www.gov.uk/government/publications/a-guide-to-apprenticeships
Understanding Apprenticeships – a useful one stop!	https://www.ucas.com/understanding-apprenticeships
Live events for 8 th – 14 th February	https://www.ucas.com/understanding-apprenticeships/discover-apprenticeships
Exeter College Apprenticeship expo link . Local employers and Exeter College sharing information.	https://exe-coll.ac.uk/event/apprenticeship-expo/

Any further information that we can help with regrading Apprenticeships, please let us know.

Mrs S Burroughs, Director of Post-16



Interested in being a Paramedic or becoming part of their team?

There are many roles to consider and many avenues into pursuing this career choice. We will try and explore some of the options available to you, the qualifications you require, the expected salary and what progression you can make within each area.

Careers available: Emergency care assistant, Paramedic, Call Takers/dispatchers and Specialist Paramedic in critical care

We are then holding an open session for all those interested where you can listen to some Paramedics and ask questions about their journey and the insights into this chosen career. This will be held on the **2nd March 2020** between 2.00 and 3.00 pm

You will need to sign in or register with Speakers for schools to book a place. If you have a problem please email me on kathryn.deakin@nhs.net and I will assist you

<https://www.s4snextgen.org/Opportunities/View/id/1135>

These events are for parents/carers of students aged 12-18 and free to attend.



InvestIN

Success Beyond School: Parent Events

A termly series of events designed to give parents insider knowledge about the industries young people aspire to break into; delivered by top professionals from those fields.

- ✓ Key industry-specific knowledge to guide your children
- ✓ Experience of the industry through interactive simulations
- ✓ Coaching on how your child can gain a competitive advantage in the race for top jobs
- ✓ Q&A time with industry experts



SPRING TERM PARENT EVENTS

THE SKILLS SURGERY

Wednesday 24th February: The Skills

How to break into careers in medicine, dentistry and veterinary science

Wednesday 24th February | 7-8pm GMT

[REGISTER
HERE](#)

THE POWER OF NETWORKS

Wednesday 3rd March: The Power of

Expert advice on how your child can build a powerful network

Wednesday 3rd March | 7-8pm GMT

[REGISTER
HERE](#)



These events are free of charge and will be delivered via Zoom.

SCIENCE DEPARTMENT

Distance Lockdown Learning



Year 7 Setting up a crystallisation process



William Norris



Elliot Arcscott



Emily Summers

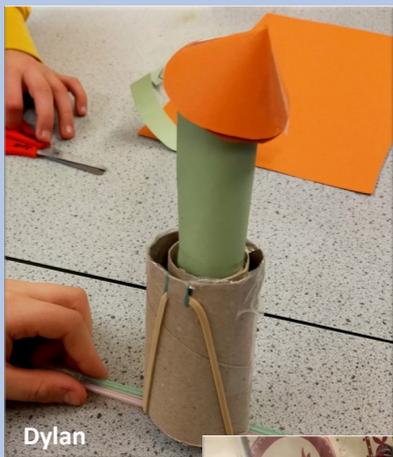


William Parris



Emily Bond

Year 7 Rocket Launcher Challenge



Dylan



Kyle Moore



Luke Devin

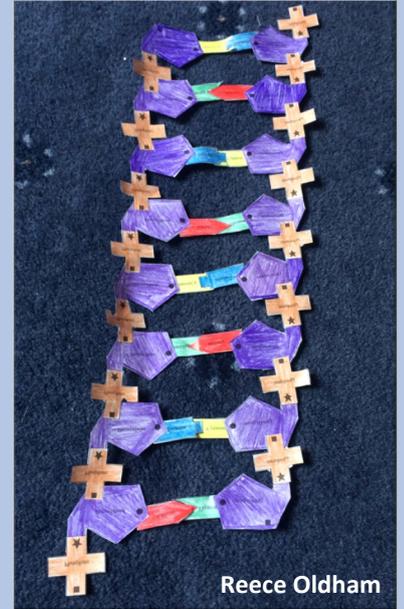


Isabella Ferrante



Matt & Cayden

Year 9 DNA Models



Dr J Murch, Science Department

Beyond the Specification – A Smorgasbord of Science Reading

For those of you hoping to read a little more during lockdown...Key Stage 4

Catalyst Magazine <https://catalyst-magazine.org/>

Science Focus <https://www.sciencefocus.com/>

The Periodic Table - Primo Levi https://www.amazon.co.uk/Periodic-Table-Penguin-Modern-Classics/dp/0141185147/ref=sr_1_1?crid=2RW9WH6T3ZC8D&dchild=1&keywords=the+periodic+table+primo+levi&qid=1598275598&s=books&sprefix=the+periodic+table%2Cstripbooks%2C152&sr=1-1

Do No Harm - Henry Marsh https://www.amazon.co.uk/Do-No-Harm-Stories-Surgery/dp/178022592X/ref=sr_1_1?crid=6M49VCA5NRCX&dchild=1&keywords=do+no+harm+henry+marsh&qid=1598275669&s=books&sprefix=do+no+har%2Cstripbooks%2C149&sr=1-1

Do Polar Bears Get Lonely? Science Museum https://www.amazon.co.uk/Polar-Bears-Get-Lonely-Intriguing/dp/1473651239/ref=bx_2/260-5446877-6787015?encoding=UTF8&pd_rd_i=1473651239&pd_rd_r=67db730d-4eb4-483f-b2c5-7cfb5798a588&pd_rd_w=qvVwu&pd_rd_wg=zONQ1&pf_rd_p=a0d7b22f-a5f7-4059-a9d8-a7437bd23eb2&pf_rd_r=4Y73F7GPK8BS0RSCK6V1&psc=1&refRID=4Y73F7GPK8BS0RSCK6V1

The Secret Science of Superheroes - Mark Lorch and Andy Miah https://www.amazon.co.uk/Secret-Science-Superheroes-Mark-Lorch/dp/1782624872/ref=sr_1_1?crid=32Z59GQT01QEL&dchild=1&keywords=the+secret+science+of+superheroes&qid=1598275905&s=books&sprefix=The+secret+science+of+s%2Cstripbooks%2C186&sr=1-1

The Mould in Dr Floreys Coat: The Remarkable True Story of the Penicillin Miracle - Eric Lax

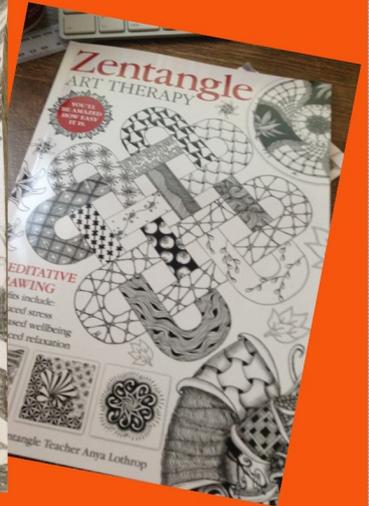
https://www.amazon.co.uk/Mould-Floreys-Coat-Remarkable-Penicillin/dp/0349117683/ref=sr_1_1?crid=3BP5GAQRVIQE&dchild=1&keywords=the+mould+in+dr+floreys%27s+coat&qid=1598275976&s=books&sprefix=the+mould+%2Cstripbooks%2C158&sr=1-1

CREATE NEWS

CreATE
@HCC

We hope you have managed to find some time this week to be creative in some way.

Yelena in Year 7 shared a lovely piece of art with us, created in her spare time using a Zentangle Art Therapy book. This style of art ties in very nicely with the current Year 7 Printmaking project.

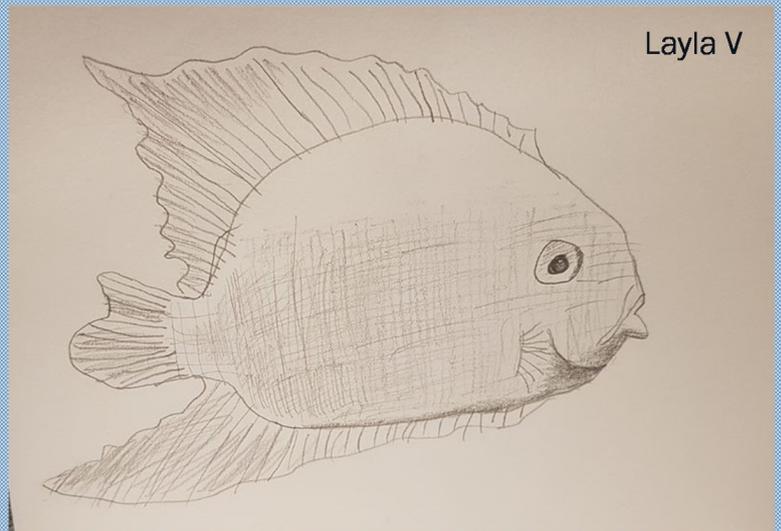


Year 7

Printmaking

Year 7 are continuing to explore line drawing techniques in preparation for creating a relief print of their own fantastic beast.

Layla V

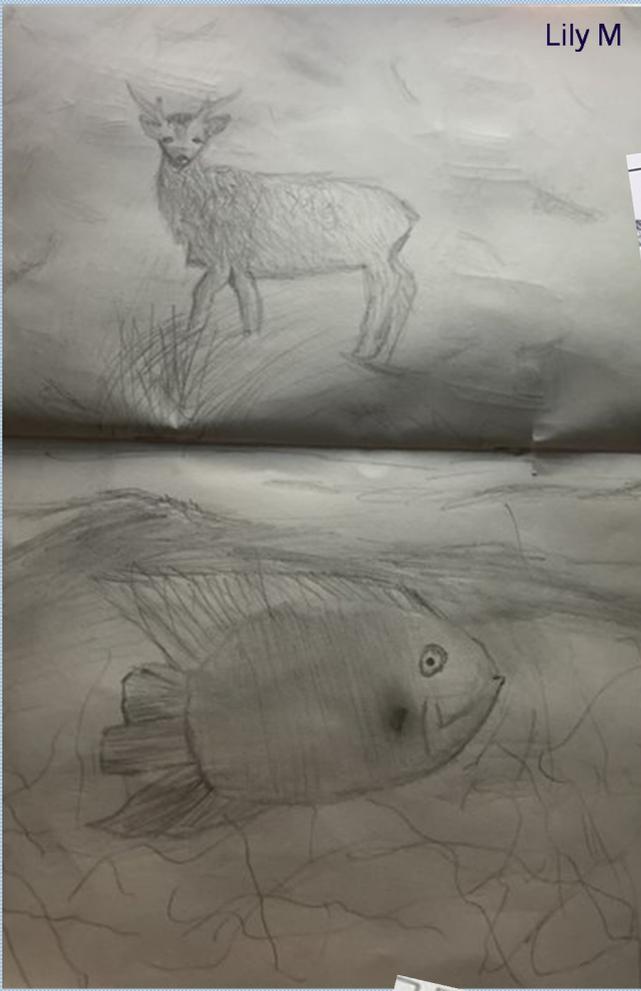


Demi S

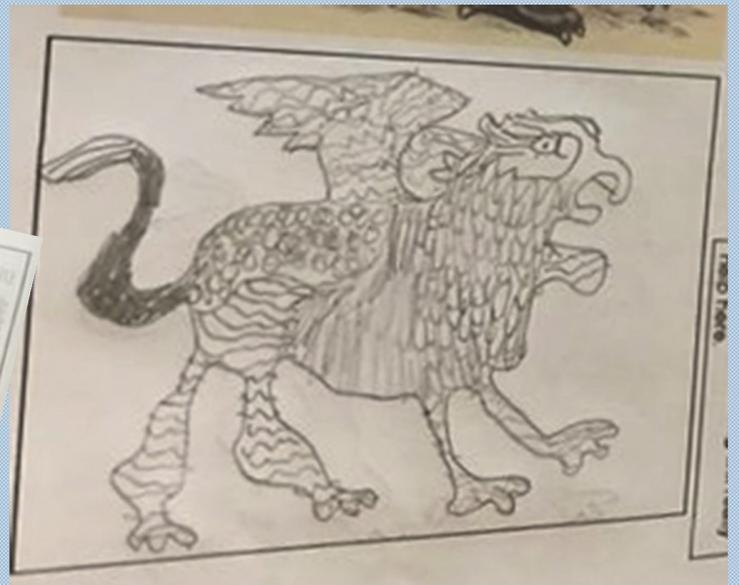


Lily M

Lily M



Neve H-L



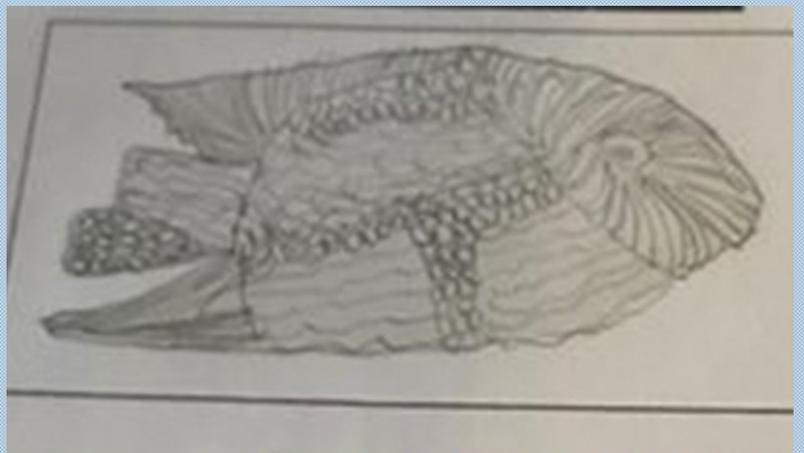
Above & below: Sophie B

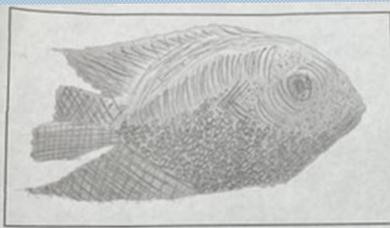


Demi S



Poppy G



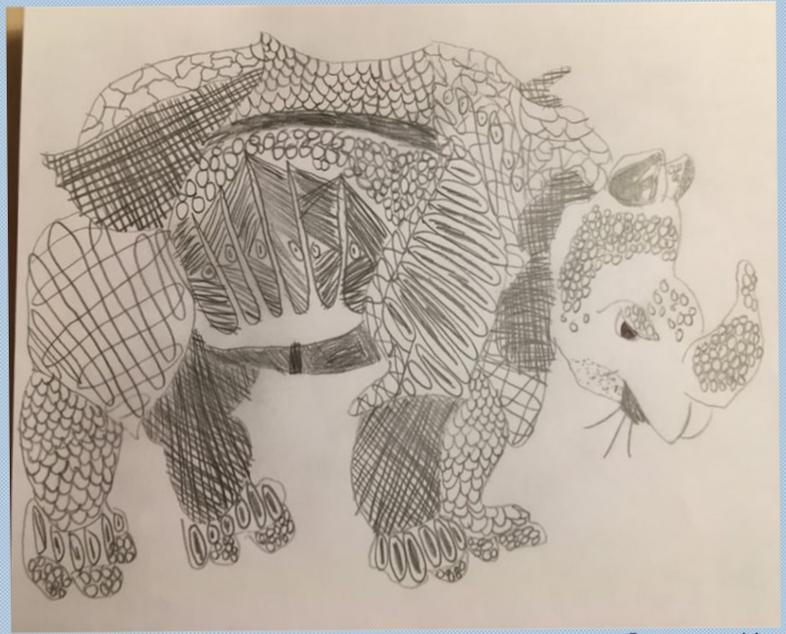


sure you are shading with lines not simply colouring in and ensure you create background as well as the creature.

Now rotate the page and create your own mythical 'Griffin' using the image here and your imagination. Fill the box! Remember to keep the light coming from one direction and vary your mark thickness or distance between the marks to create light and dark tones. Directional shading will really help here.



Alana W



Carmen H



Now try your own drawing using hatching and directional shading to show the rounded body of the animal shown. Look carefully at the Grasshopper on the previous page - try to use the techniques from both that print and the Rhinoceros print (texture on the body along with background shading). The Sheep and Lambs from the front page will also give you handy hints on how to draw the stag.



Finnan D



the marks you make. Make sure you are shading with lines not simply colouring in and ensure you create background as well as the creature.

Now rotate the page and create your own mythical Griffin using the image here and your imagination. Fill the box! Remember to keep the light coming from one direction and vary your mark thickness or distance between the marks to create light and dark tones. Directional shading will really help here.

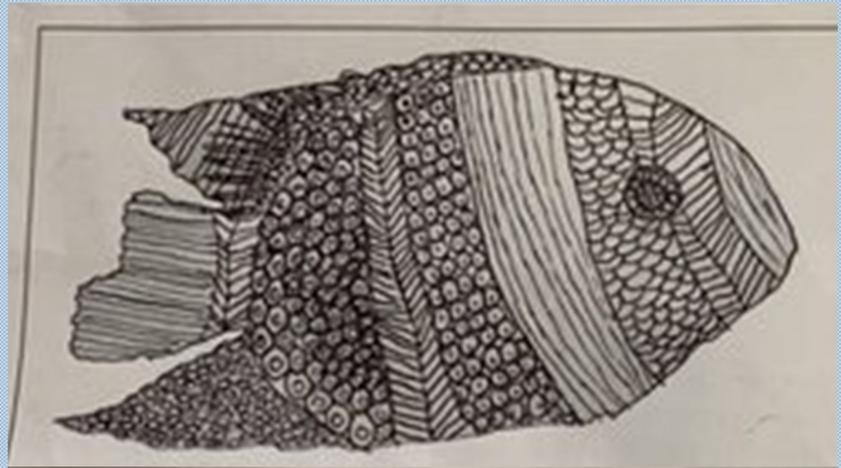


Bobbie-May S

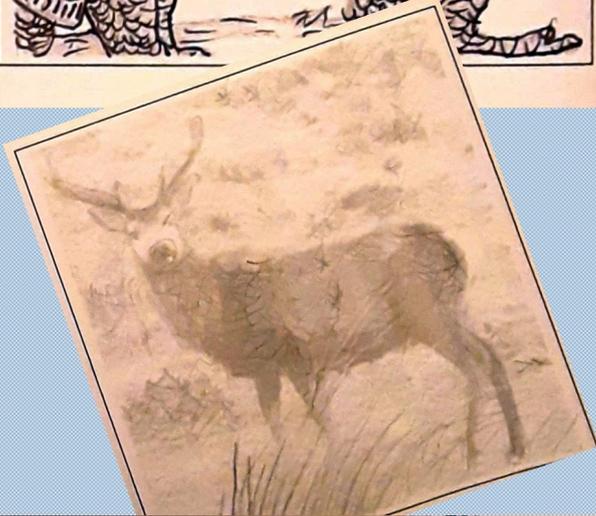
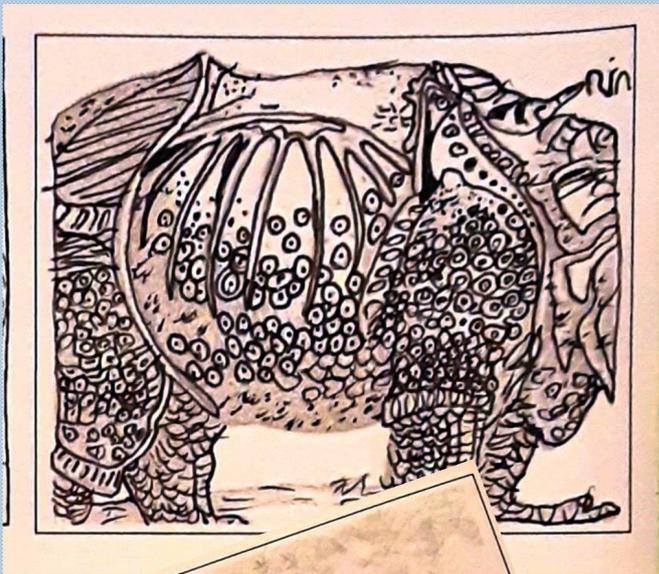


Harmony T

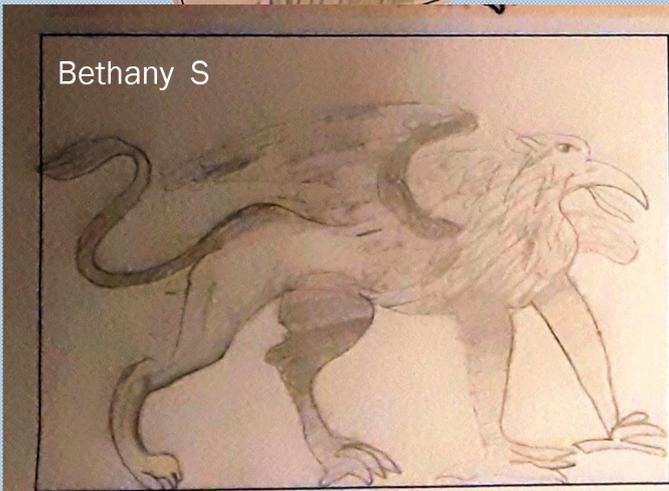
Finnan D



Sophia R



Bethany S



Handwritten notes:

Final Project 2.1.21

Temporary
Practice and register you
- background
- combine
- mix/shading

Final sketch Finished sketch of the lion's shadow on the grass but it was the space in between of the way the light is going
the shading and texture of the background was that it was a simple brushstroke but the texture was that they are sharp and rough.

Erasmus Erasmus is a lion's shadow. The background is very thin but it really makes the background stand out. The lion's body is not drawn, it's just the shadow. The shadow is the main focus of the painting.

The sketch The sketch is done by brush, made a shadow on the lion's body. The shadow is the main focus of the painting.

Handwritten notes:

This is a woodcut by M.C. Escher called Grasshopper. It was made in 1929 and measures 19.2cm x 24.3cm.

Look carefully at this print and think about these questions they will help you answer the questions below.

Where is the light coming from? How can you tell?

What kind of marks are used to make the different tones? Observe the directions of the marks and how close they are together (this is easy to see on the books). How does this help you to see the different parts and textures shown on easily from each other?

What is the effect of the light?

1. Describe how Escher has shown the surface of the creature.
The lion's head, neck, etc. and hair to show the texture. The pattern also shows how the background is an important part of this print.

2a. Describe the background.
The background is simple so that the creature can really stand out and show all the intricate patterns on its body.

2b. How does Escher use the background to draw attention to the creature?
They make it simple to draw attention to the grass hopper.

3. Explain the shading techniques of hatching and cross-hatching. How do you make it darker and lighter? Show this carefully in the boxes provided. If you're not sure - try it out on a piece of scrap first.

hatching  **cross-hatching** 

5a. Explain the term 'directional shading'
It follows the direction of a surface to show its slope. It can be straight or curved.

5b. How and where has Escher used directional shading throughout the print?
He has used it on the legs to show how they are 3D and the texture.

6. Why is directional shading such a useful technique for this kind of printmaking?
It shows the 3-dimensional side to the painting.

Handwritten notes:

This is Durer's print of a rhinoceros from 1515. He has used many different patterns to show in tone the surface of the skin. In the box on the right see if you can identify the techniques used in the rhinoceros print. Use the same techniques to trace the lion's shadow from above just like it is in the rhinoceros print.

Handwritten notes:

How to try your own drawing using hatching and directional shading to the animal shown. Look carefully at the Grasshopper on the previous page from both that print and the Rhinoceros print. Use the same techniques to trace the lion's shadow from above just like it is in the rhinoceros print.

Handwritten notes:

How to try your own drawing using hatching and directional shading to the animal shown. Look carefully at the Grasshopper on the previous page from both that print and the Rhinoceros print. Use the same techniques to trace the lion's shadow from above just like it is in the rhinoceros print.

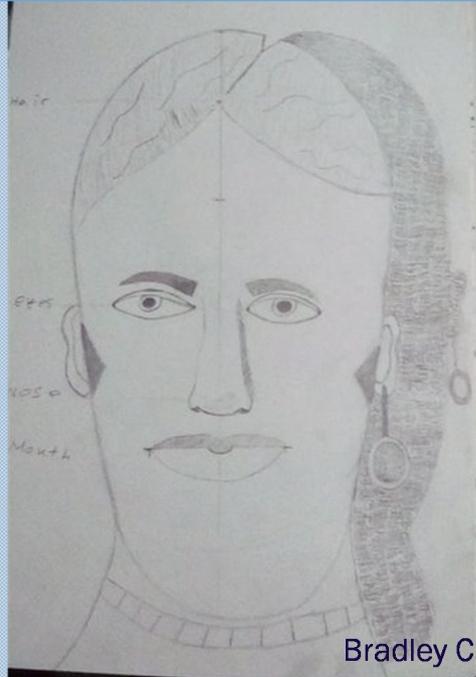
Year 8

Character Heads

Year 8 revisited human facial proportion to create a character design for their narrative project. We are very pleased with the range of characters created! Next, year 8 are working on a full figure version of their character, we look forward to seeing these.



Abbie E



Bradley C



Elana P



Amelie G



Ava L



Charlie Young



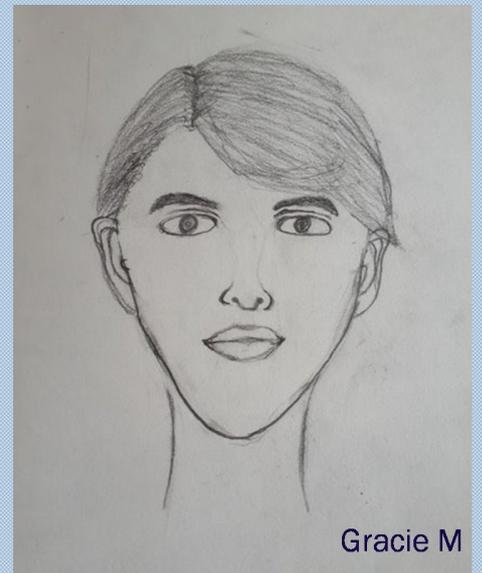
David Rostill



Eve H



Freddie H



Gracie M



Evie S



Grace L



BIG BAD BILL

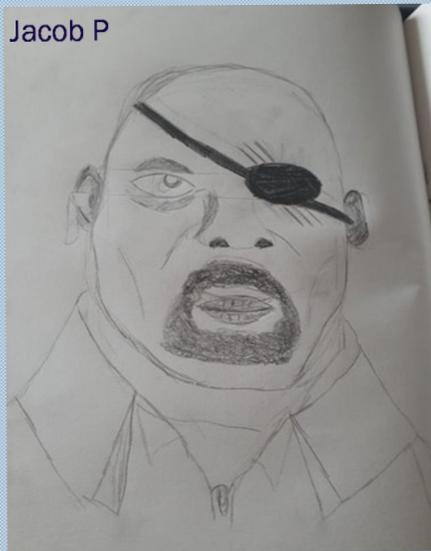
Harley H



Jack V



Jacob A



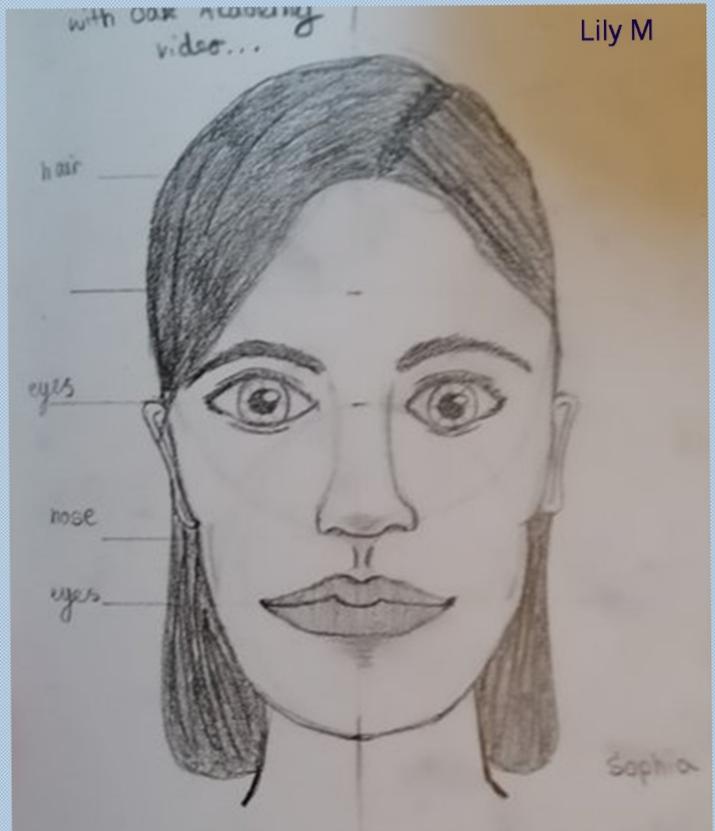
Jacob P



Kornelia S

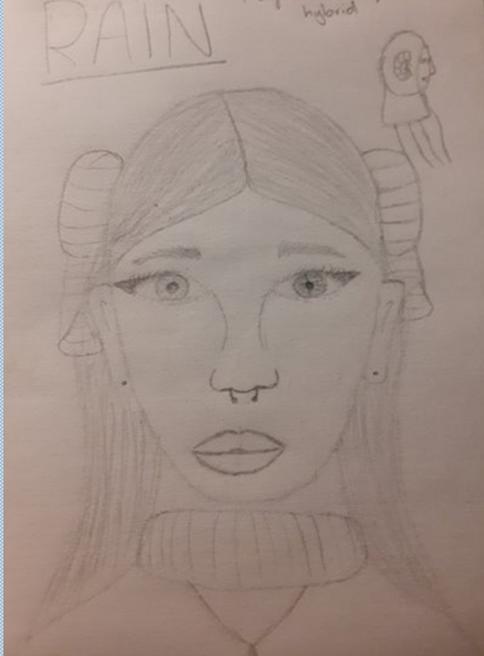


Kirston N

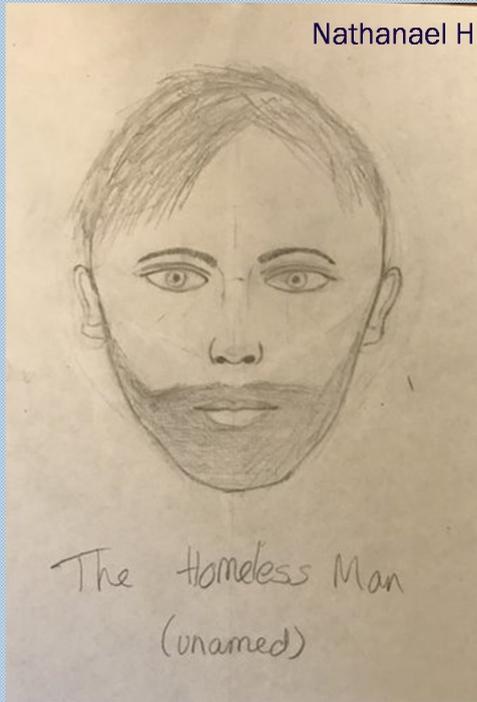


Lily M

Magella R-W



Nathanael H



Sophie R



Robyn T



Ruby H



Milly E



Grace L

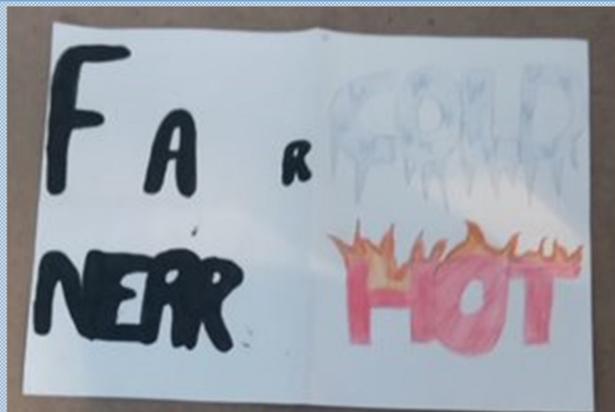
Year 9

'Visual Onomatopoeia' Antonyms

Drawing opposite word pairs to look like their meanings is the current year 9 challenge. Here are some of the great ideas handed in so far.



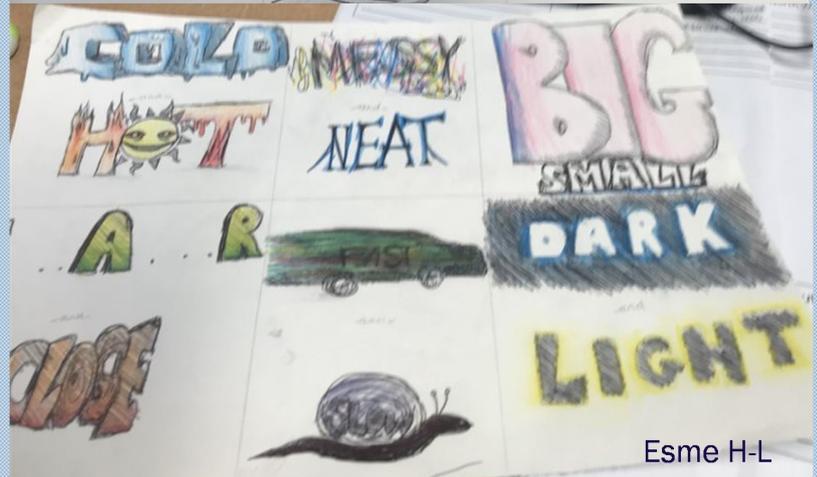
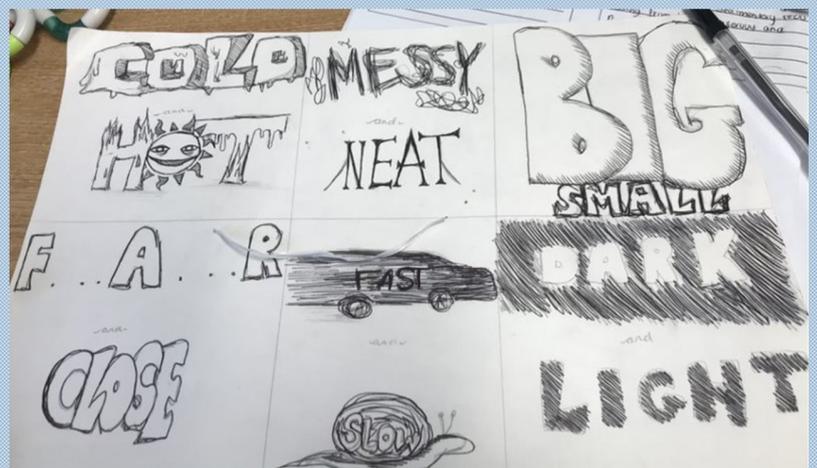
Harley W



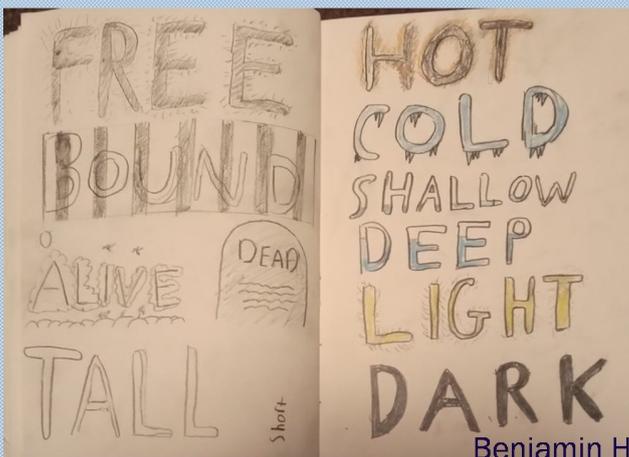
Amelie F



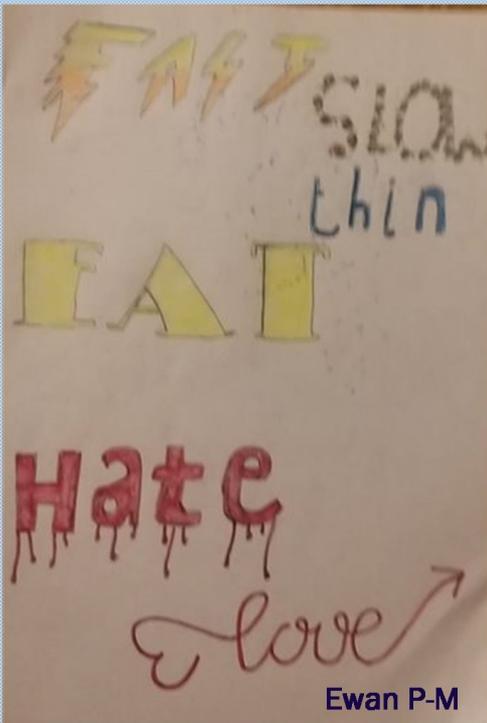
Bryony P



Esme H-L



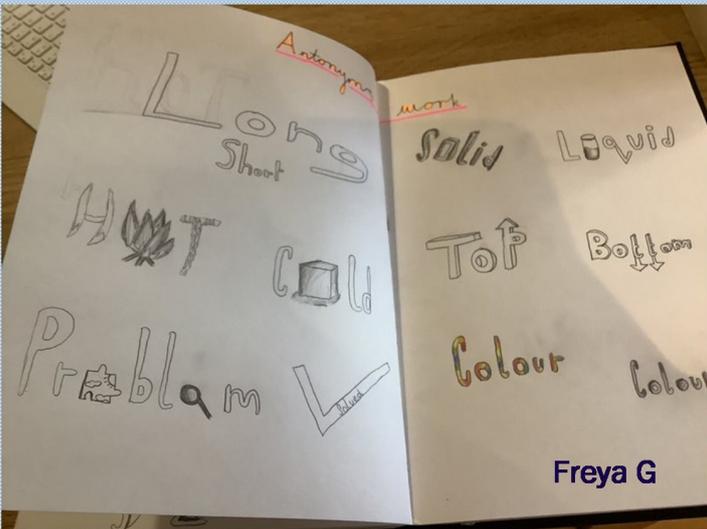
Benjamin H



Ewan P-M



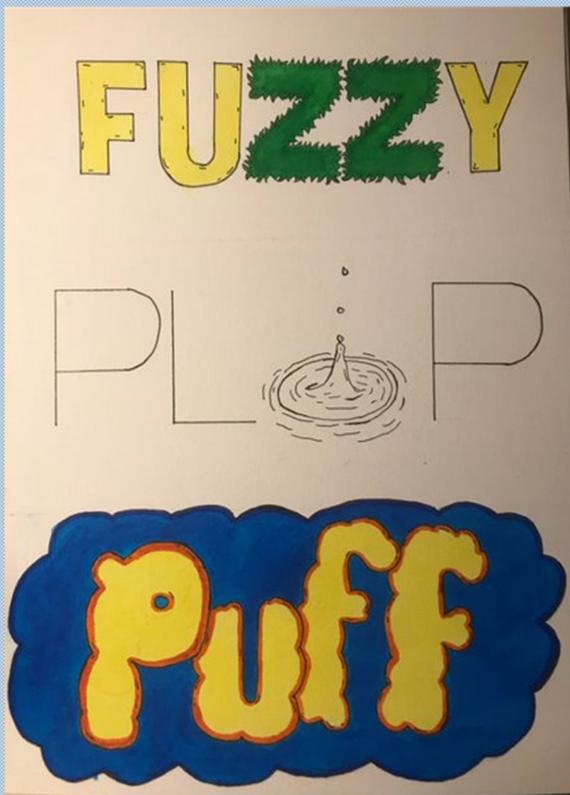
Finlay J



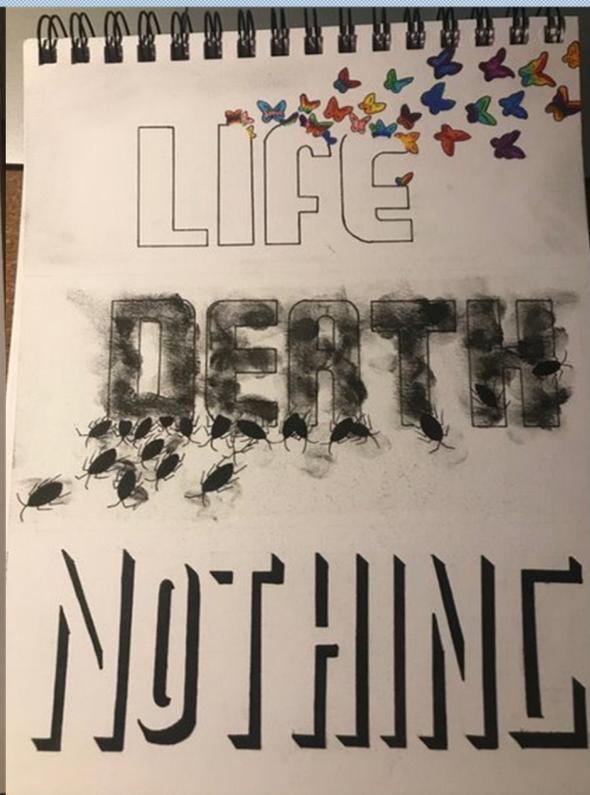
Freya G



Hannah E



Hope R

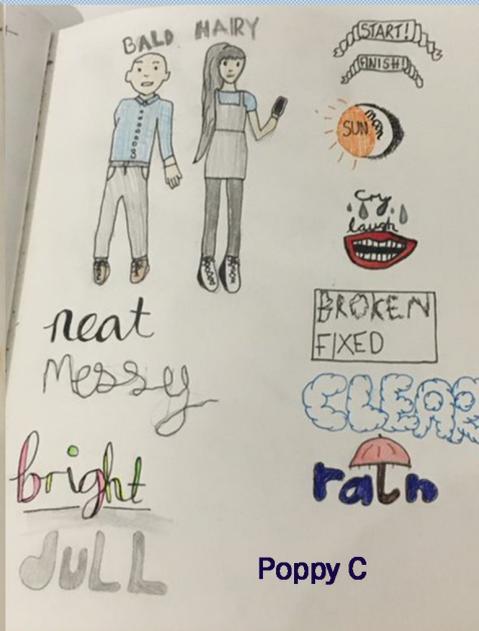
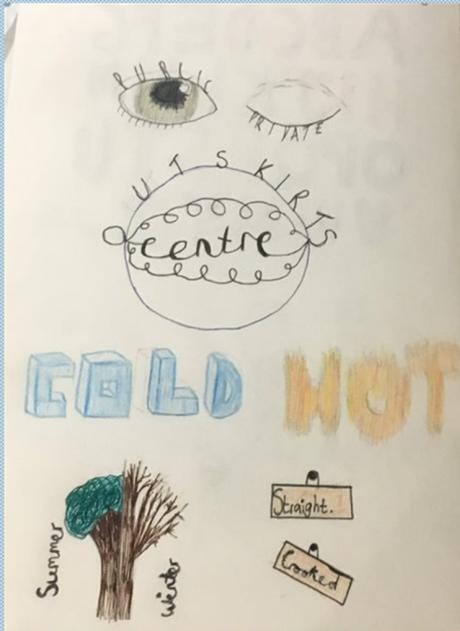




Jess H



Karolina S



Poppy C



Scarlet S



Oriana B

Year 10

Observational Studies

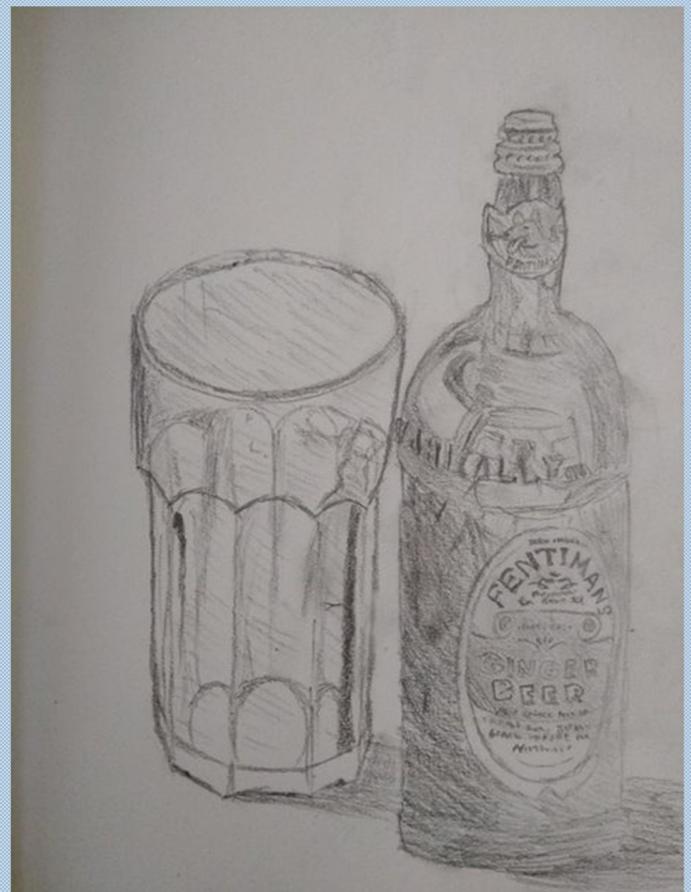
Year 10 have been working on their observational skills building on their AO3 challenge work using viewfinders and working from life and their own photographs. They are currently researching printmaking techniques and will return to observational studies next week, we're pleased to see the range of studies completed .



Cally S



Rosie I

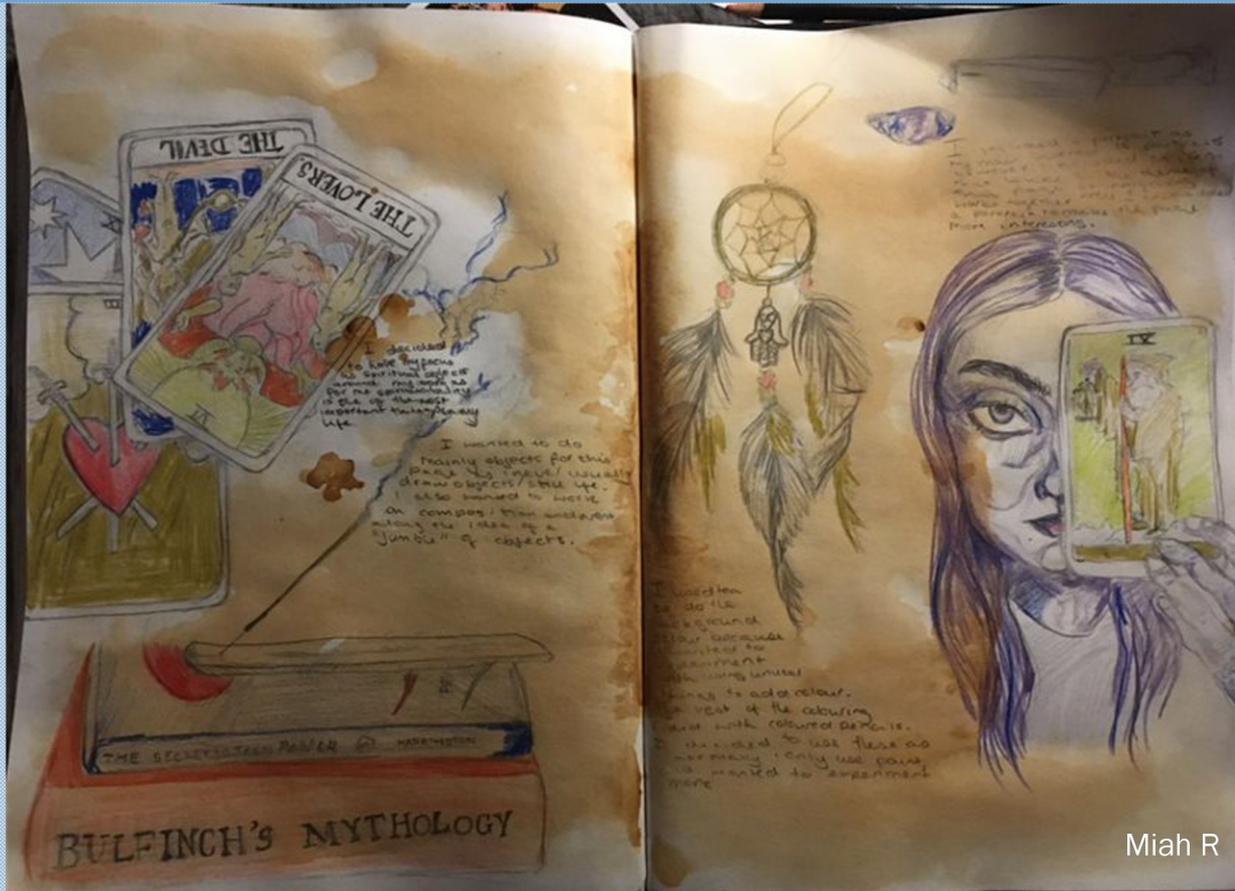


Tom H

Year 11

Final Coursework Project

Year 11 continue to work on developing their final coursework project work. Here are some excellent pieces of work in progress they are working on.



Miah R



Abby R



Birds.

"Birds are a miracle
because they prove to
us there is a finer, simpler
state of being we strive
to attain"



"We think
caged birds sing
.....
When indeed,
they cry"



Erin A



"Allow
nature's
Peace to flow
into you
as sunlight
flows into
trees"



trees
and
flowers



"A tree with
strong roots
laughs
at storms"



Benn M

ROYAL ACADEMY OF ARTS

YOUNG ARTISTS' SUMMER SHOW

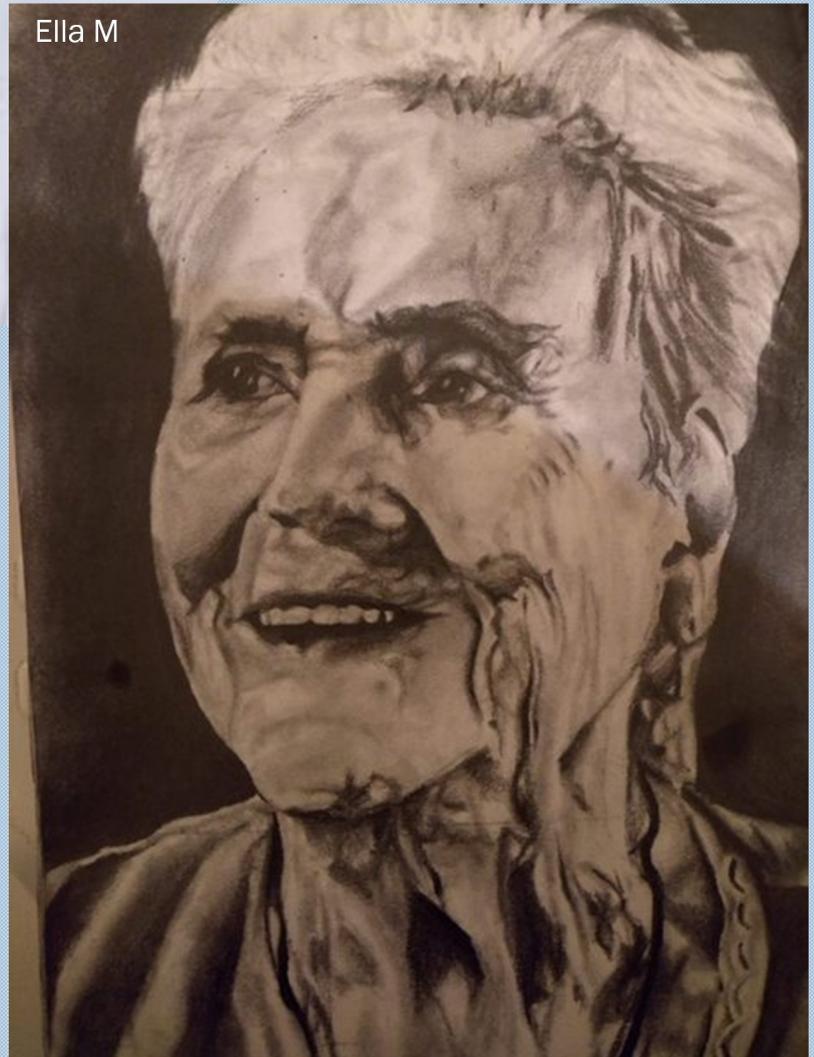
Apply now for the Young Artists' Summer Show, an exciting opportunity for artists aged 5-19 to exhibit their work online and onsite at the Royal Academy of Arts in London!

See the RA website for more details.

www.royalacademy.org.uk

We know we have many talented artists at College who should consider entering this prestigious show. If you would like to enter, please email Mrs Creed who can help you with the application process:

dcreed@honitoncollege.devon.sch.uk



Ella M

Young Artists' Summer Show

OPEN TO ALL YEAR GROUPS

Email Mrs Creed for details
dcreed@honitoncollege.devon.sch.uk

RA

Royal Academy of Arts

Call for entries
An exciting opportunity for students aged 5-19 to exhibit their artwork online and at the Royal Academy of Arts

DRAMA

Year 7

Costume Design

Year 7 have started to send in their costume designs and we look forward to sharing more of these with you next week. For further costume ideas and inspiration you could take a look at the National Theatre website or watch this short clip <https://www.youtube.com/watch?v=bgxcWne7uzg>

I have enjoyed receiving all your drama work. Here is a small sample of some of the great pieces received so far. Keep up the fantastic work!

Mr Culwick



Elisha F - Year 7

Describe how you would direct and perform the following scene - referring to the vocal and physical performance of the actors?



RACHEL: Francis! This letter has been opened!

For this line I would show Rachel as very angry at this point in time. Her body would be slightly leant forwards and her chest would be pushed out to show authority and confidence. One of her arms would be down by her side or on her hip and the other would be holding the letter up in front of her face but slightly out to the side. When she speaks the words "Francis!" I would get her to say it in a direct tone which is slightly louder than a normal speaking tone but not as loud as a shout. When she says "This letter has been opened!" I would make her voice go slightly higher because she is shocked and angry that its been opened. When she is saying this Francis would be scuttling away to the side of the stage, but immediately pause and stand up straight when his name is called, but he wouldn't look at Racheal.

FRANCIS: (aside) Oh no, I need a convincing excuse here.

In this aside, Francis would look to the audience and talk to them in a hushed quick voice. He would slightly crouch over and put one hand to his head as if he were thinking. His face would be screwed, and his body would be turned to the audience. He would have his eyes up when saying the line and look worriedly out across the auditorium.

(to Rachel.) I had to open it because there was a small, distressed frog trapped inside.

When he says this line, Francis would quickly turn around and walk at a fast pace back next to Rachels side. They would both look at the letter, and as they were doing this Francis would confidently speak this line. He would look up proudly like he had accomplished something, and Rachel would be looking very confused and annoyed. Her hands would be on her hips and she would

be looking at Francis then back at the letter. One eyebrow would be raised, as she would not be convinced by what Francis is saying.

(aside.) Yes! Come on!

Francis would now turn towards the audience and slightly crouch; he would quickly move his arms in a celebratory movement because he thinks he is fooling Rachel. He would be smiling, and his chin would be up proudly. He would speak the lines in a confident happy way. As there is two exclamation marks after both of the parts said, I would make his voice go slightly up at the end of each word to show celebration and victory.

RACHEL: How did you know there was a small, distressed frog trapped inside a sealed envelope?

Rachel asks this question to Francis in a non-convinced way, and her tone would vary from low at the start to slightly higher at the end to show a question is being asked. She would take her time when she says the words "small" and "distressed" to emphasise the fact that she knows there was no frog to start with. She would be staring at Francis, and her hands would be on her hips again, but one would be slightly shaking the letter in front of Francis's face. Rachels stance would be very tall, and her chest would be out to make herself seem important. Francis would be leant back slightly in a frightened manor, and his hands would be at his sides.

FRANCIS: (Aside.) Ouch!

There was no frog, actually. I had a letter for me, which I hadn't yet opened, and I opened yours by mistake.

When Francis makes this quick aside, he would whip his head round to the audience and quickly say the word "ouch" with a slight exclamation at the end of the word. Then, when he turns back to Rachel, he would clasp his hands behind his back and stand up tall. He would very slowly say the sentences to Rachel and try and sound as convincing as he could. His eyes would keep darting back and forth, trying not to look Rachel in the eye.

RACHEL: Get my trunk into my room, then come back here. We need to talk!

As this line is spoken, Rachel will be walking away from her trunk in the opposite direction. She would shout these demands at Francis, to show an irritated, annoyed, and unconvinced character. Her voice would be demanding, and it would be a harsh tone. She would stick her chin into the air and swing her arms when she was walking away to show confidence. Francis would race to grab her trunk, and as its super heavy, he would struggle to lift it. He would heave try and push the trunk upright. He would go into a lunge and make his face red and scrunched up to show he is having difficulty.

Maicey B — Year 9

THE SET DESIGN- describe everything on the stage **except the actors**

There is a black, blue background that suggests that it is the early evening. There is a prop which looks like a pirate ship which holds all the actors. There is a large crocodile's head coming out of the bottom of the stage. This makes the audience feel intrigued as there is so much going on.

THE LIGHTS – how used to show place, time and atmosphere

There are a few blue spotlights on the crew and a main spotlight on Hook. The blue lighting makes it feel sinister as it is dark, gloomy and mysterious.

SCENE ANALYSIS - PETER PAN Crocodile jaws

THE SCENE what is going on – what do you see

I see hook falling into the crocodile's mouth with her crew watching.



THE PHYSICAL ACTING and what the acting is communicating to the audience

Hook has got her arms wide open which suggests she is falling. Her mouth is wide open which shows that she is shocked and screaming. The crew all have shocked faces as the watch Hook fall into the crocodiles jaws.

Charlotte M — Year 9

NAME -Charlotte Drama

COSTUME... including MASKS/PUPPETS and how it helps show Character

Hook has a large flamboyant dress and a pirate's hat. It looks like that she has the most expensive outfit which suggests she is the most powerful there. The crew are wearing stripped tops and ragged clothing. This suggests that Hook does not treat them well.

Drama

WWW

I used expressive words for describing.

EBI

I could add how the audience may feel.

MUSIC

CreATE
@HCC

Year 7

Film Music

This half term, Year 7 are working on understanding Film music. They have been understanding:

'Mickey Mousing' – where the music matches the action on-screen.

Leitmotif – Where the music is associated with a character.

Underscore – the music behind the scene helping create the atmosphere.

Mr Kidd's Music Stars of the Week for performing so well in their
Film Music Quizzes this term so far are

Yelena S

Keira E

Evan L

Finan D

Sophia R

Kaleb S

Carmen H

Amelia B

Lucas B

Max W

Kalia B

Cayden H

Katie I

Taran D

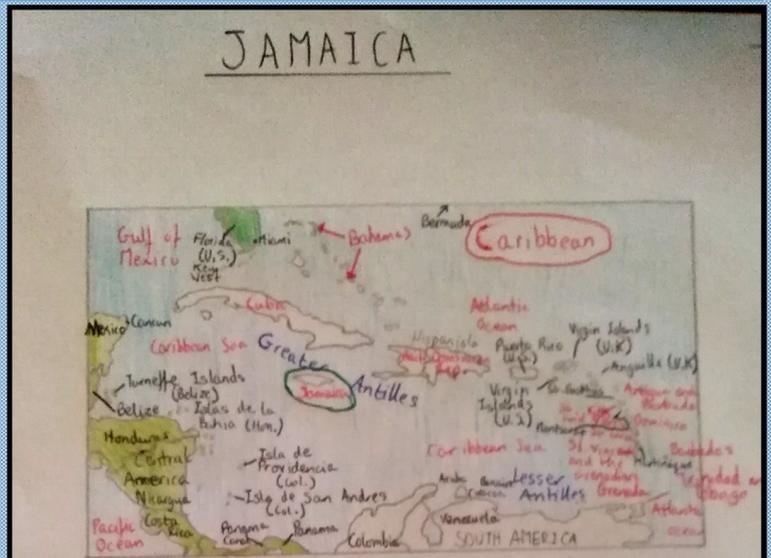
Fay D

Hamish T

Year 8

Reggae music

This half term, Year 8 are learning about music from the Caribbean - specifically Reggae. Students are learning about steel pans, off-beat rhythms, Jamaica and Bob Marley, along side some classic Reggae songs.



Bob Marley

Read this biography of Bob Marley and fill in the blanks with the right word. Each word should only be used once.

internationally friends woman mother Kingston Ray Charles
 financial America ambition 1950s born sheriff one shot hits
 auditioned singing Rastafarian cancer married "The Wailing Waiters"

Robert Nesta Marley was **born** on February 6, 1945. His **mother** was an eighteen-year-old black girl called Cedella Booker while his father was Captain Norval Marley, a 50-year-old white man attached to the British West Indian Regiment. Although he provided **financial** support, Norval Marley seldom saw his son, who grew up in the country.

For country people in Jamaica, the capital **Kingston** was the land of opportunity. Bob Marley, moved to Kingston in the late **1950s**. He made **friends** with Neville O'Riley Livingston, known as Bunny. The pair loved the music of **Ray Charles**, Fats Domino, and The Drifters.

When Bob left school his one **ambition** was music. Although he took a job in a welding shop, Bob spent all his free time with Bunny, taking **singing** lessons.

In 1962 Bob Marley **auditioned** for a local music manager. He released his first record: "Judge Not". In 1963, he linked up with friends to form **The Wailing Waiters**. At the end of the year they released a single, "Simmer Down". In January, it reached number **one** in the Jamaican charts.

On February 10, 1966, Bob **married** Rita Anderson, and they lived briefly in **America**.

In 1967 Bob's music reflected his new **Rastafarian** beliefs, covering spiritual and social issues. His group changed its name to "The Waiters".

Reggae had never before been **internationally** popular, yet Bob Marley and The Waiters found themselves on the same level their rock band contemporaries, touring Europe, Asia, Australia and Africa, and having big **hits** in many countries across the globe.

The Waiters' hits included "I shot the **Sheriff**" (covered by many other artists), "No **Woman**, No Cry" and "Could you be loved". As well as writing music, Bob Marley was a campaigner for peace and equality. Being a political spokesman was not always easy, and one night Marley was **shot** by gunmen who broke into his house.

Bob Marley battled with **cancer** for eight months, but eventually died in a Miami hospital on Monday May 11, 1981.

Adapted from <http://www.bobmarley.com/life/story/>

If you finish this work before the end of the lesson, ask your teacher for a piece of paper. Design a reggae information leaflet for others of your age group. Use the facts on these worksheets.



Jamaican flag

Abbie E

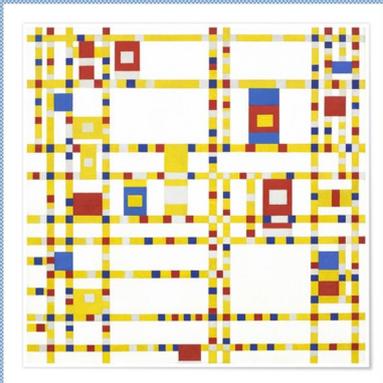


Benjamin R

Year 9

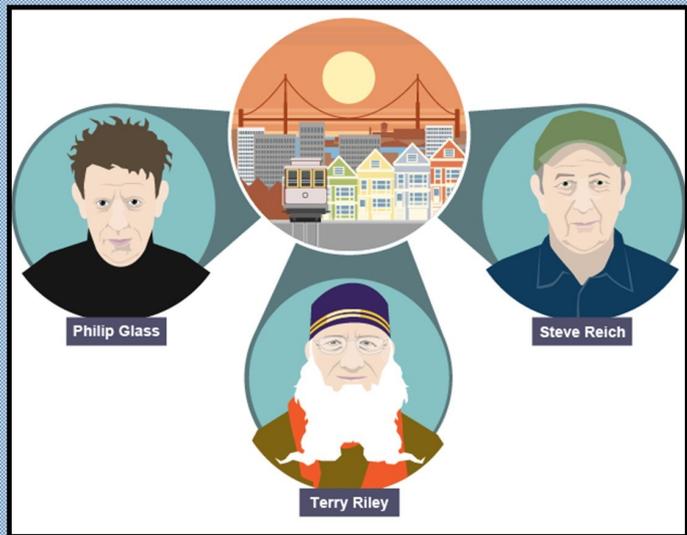
Minimalism

This half term, Year 9 are getting to grips with Minimalism. Minimalism is a style of music which originated on the West coast of America in the 1960s with composers such as Steve Reich, Terry Riley and Philip Glass. It is 'Art' music, and is inspired by the abstract painters such as Mondrian.



[Piet Mondrian](#)

Broadway Boogie Woogie 1942-43



Philip Glass, Steve Reich and Terry Riley, three of the pioneers of minimalist music

1. Steve Reich began his music career as a percussionist.

2. The music of Bali and of Africa had an impact on the development of Reich's music.

3. The phrase, 'out of phase' is used to characterize two or more signals whose phase relationship with each other is such that when one is at its positive peak the other is at its negative peak.

4. Two microphones were suspended above returned speakers and then set into motion. As each swings over the speaker, it creates feedback. This is how Steve Reich created his Pendulum Music.

5. Steve Reich's 'clapping music' is performed with two people; a basic rhythmic pattern of 12 quavers is kept throughout by player one, player two claps the same pattern but after every 12 bars they shift it by a quaver, after 12 patterns everybody is back where they started.

6. The name of the constantly repeating pattern is loops.

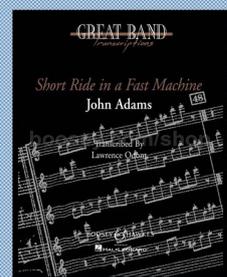
7. There is no real time and they take a long time to change.

8.

Hope R



Why not listen to some examples of minimalist music by clicking on the pictures below



FOOD AND NUTRITION

CreATE
@HCC

Year 7

Healthy Eating

Year 7 are learning about the importance of eating healthily. Theory work consists of various tasks, including writing a letter explaining if students think unhealthy lunchboxes should be banned from schools. Practical learning is an optional task of making delicious vegetable soup or a herby veg crumble.

Max S



Emily S



Yelena S



Dear Miss Barrett,

Suh L see,
Horizon,
Dorset,
EX14 1AT

I have written to you to raise awareness of packed lunches. Packed lunches can be more unhealthy than school dinners; students have the freedom to pack whatever they want in their lunch and it is always containing atleast 1 or 2 unhealthy things.

To give children a more healthy lifestyle packed lunches should be banned. If packed lunches are banned the teachers can make a healthy menu with a variety of different foods. Not only will this make them healthier but they will have a positive mindset to face the challenges that come.

Having healthy lunches linked to the school guide will motivate students to think carefully about the choices they are making about what they are eating.

Yours Sincerely,
Sophia Anne Rose



Does it matter
what you eat
in school?

Sophie B



Year 8

Healthy breakfasts and pastry skills

Year 8 will be perfecting their pastry skills with the recipe below and they have also been learning about the importance of eating a healthy breakfast in various creative ways including poetry!

Cheese and onion triangles

Ingredients

50g Cheddar cheese

½ small onion

100g plain flour

50g butter or baking fat/block

2 – 3 x 15ml spoons cold water

1 egg



Method

1. Preheat oven to 180°C or gas mark 4.
2. Prepare the cheese and onion filling by grating the cheese, slicing the onion and mixing the cheese and onion together in a small mixing bowl.
3. Make up the shortcrust pastry by sifting the flour into the bowl, rubbing the fat into the flour, using your fingertips, until it resembles breadcrumbs, adding the cold water and start to mix together, mixing to form a firm, smooth dough.
4. Roll out the pastry into a square, on a floured surface.
5. Cut the square into quarters using the palette knife.
6. Spoon some cheese filling in the middle of the square.
7. Next, break the egg into a small bowl and beat with a fork, brush the edges of the pastry with beaten egg.
8. Fold over each pasty and pinch them together all the way along.
9. Transfer them onto the baking tray.
10. Bake for 20 minutes, until golden brown.



During a busy morning, it's easy to let breakfast fall low in your list of priorities, but taking just a few minutes to have something to eat can really make a difference to your day. If you don't have time to eat before leaving the house, we have lots of breakfast ideas that can be eaten on-the-go or when you get to work.

BREAKFAST PROVIDES MANY BENEFITS TO OUR HEALTH AND WELLBEING



Breakfast provides the body and brain with fuel after an overnight fast - that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Nutritionists advise:

- breakfast should be eaten **within two hours of waking**
- a healthy breakfast should provide calories in the range of **20-35% of your guideline daily allowance** (GDA).

Apart from providing us with energy, breakfast foods are good sources of important nutrients such as calcium, iron and B vitamins as well as protein and fibre. The body needs these essential nutrients and research shows that if these are missed at breakfast, they are less likely to be compensated for later in the day. Fruit and vegetables are good sources of vitamins and minerals so try to include a portion of your daily five at

breakfast, whether that be a banana or glass of fruit juice.

Breakfast can be good for waistline too, research shows those who eat breakfast are less likely to be overweight and more likely to be within their ideal weight range compared with breakfast skippers. If you skip breakfast, you're more likely to reach for high sugar and fatty snacks mid-morning.



Milly E



Charlie Y

Yawn by Milly

Yaawwnn,
I awake to start my day
I pop on my slippers in a morning
of May.
I walk out the door
But I still want to sleep more.

I head to breakfast and sit down
I make my food,
Always the same
Yoghurt and fruit.

I eat and chew
I gain my energy
I'm ready for the day
And so should you.

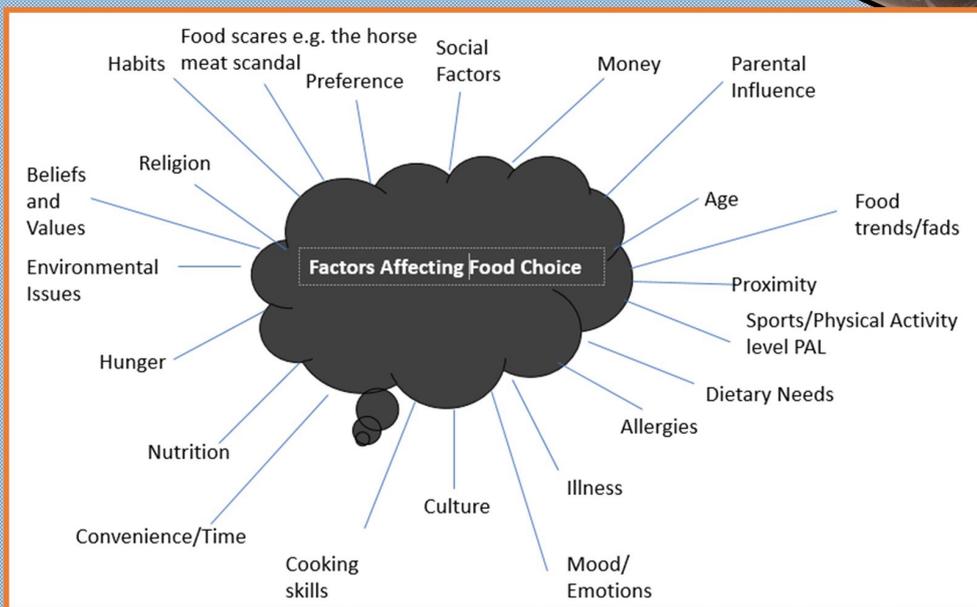
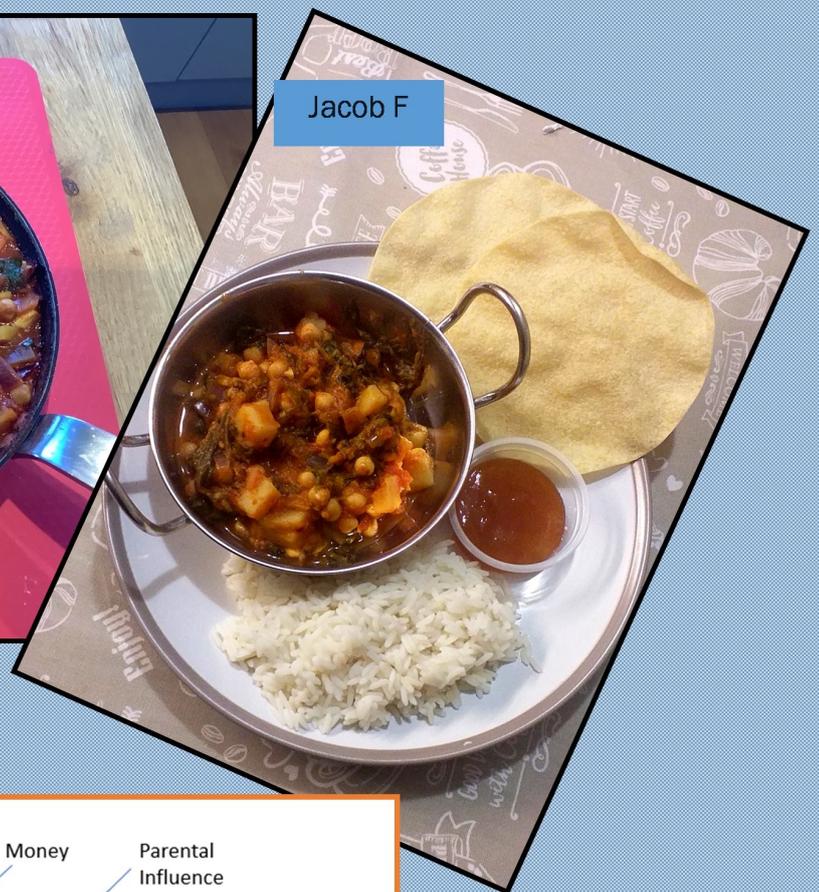
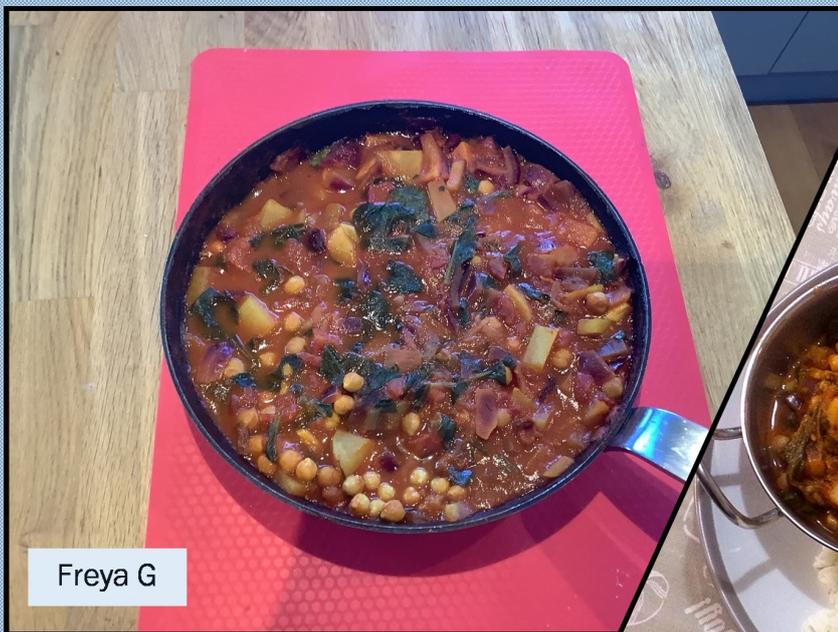
I'm glad I had breakfast
My friend fell asleep
In Maths
He got it.

Yaawwwnnn!

Year 9

Food Choice and Healthy Dinners

Year 9 have the option of creating a delicious and healthy dinner in their practical learning, either a spinach and chickpea curry or a shepherd's pie. In their theory they are looking at developing their understanding of the factors that influence their daily food choices, and how this can affect their health and wellbeing



Year 10

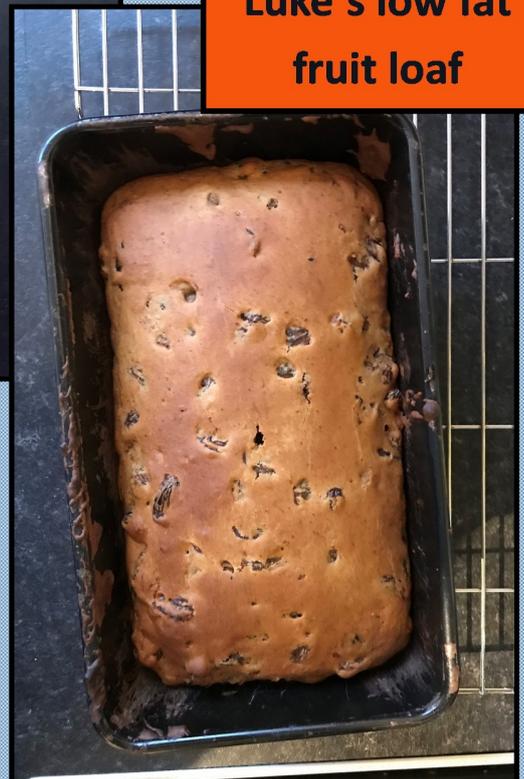
Dietary Need recipes

We have seen some fabulous baking and cooking from Year 10 this week. All these dishes have taken certain dietary needs into consideration

**Hollie's low
sugar
cupcakes**



**Luke's low fat
fruit loaf**



**Amy's gluten
free crustless
quiche**



Design & Technology

CreATE
@HCC

Year 9

Shoe design project

Some great ideas, wonderful sketching, annotations, colourful, imaginative and going into production soon?????????

Seagull shoe by Hope R (right)

And.....

You know how I love a "Something from Nothing",

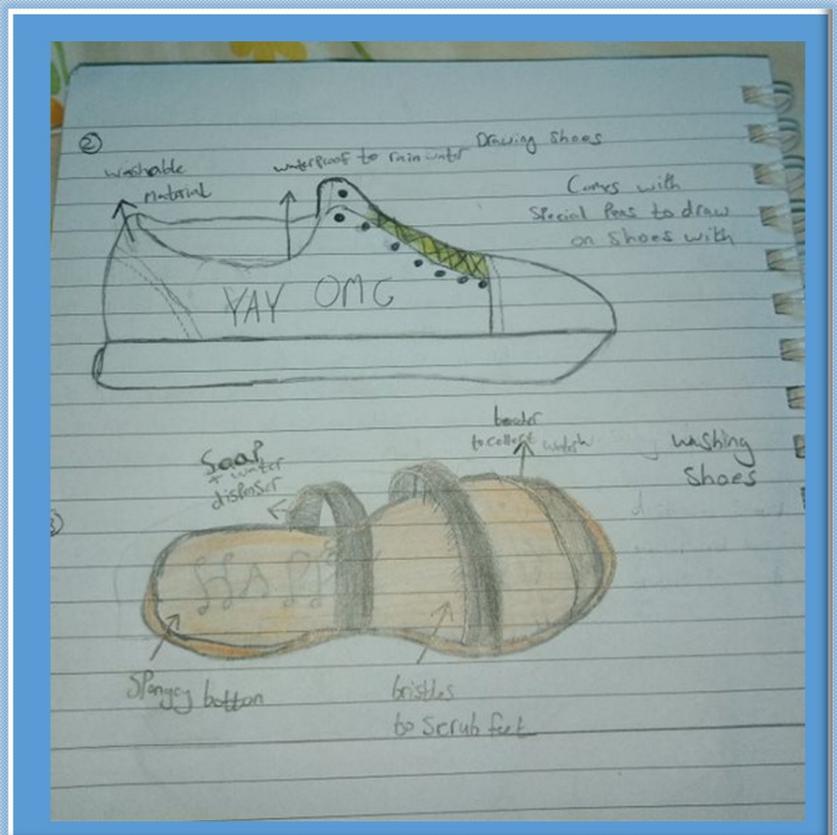
How about this shoe (below) by William G -M made from a motorbike tyre.

Absolutely

.....Awesome!!!!!!!!!!



Trendy Trainer and Sandal by Bryony P (below)



Collect Challenge of the Week



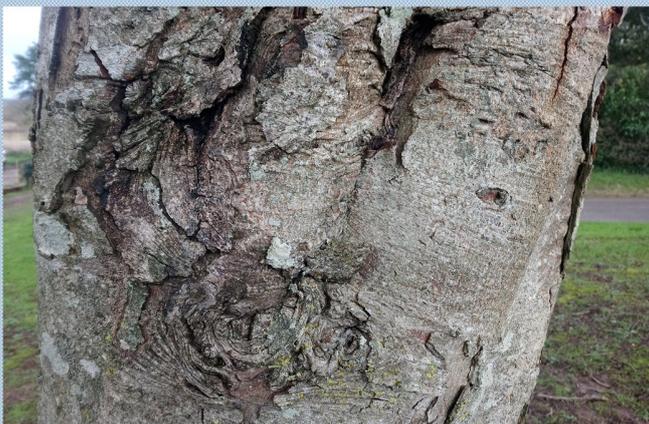
It's Open Your Eyes Time.....

The tree above has fallen next to a river, but not given upnever.....it is just sending out shoots to find a new way.

The two photos below are of the same tree!!!!!!!

One side faces South (no Lichen or Moss) the other side faces North (Lichen and Moss thrive)

Useful knowledge if you get lost



Collect Challenge of the Week

CreATE
@HCC



Look at the bark and the gnarly growths on this old Sweet Chestnut tree.

My Grandfather used to collect Chestnuts from this and take them home for roasting!!!

On the right you can see the chainsaw marks where man and nature overlap.



SOMETHING FROM NOTHING

Well, almost from nothing!

Tools hold potential for making! From about the age of 12 years I have loved tools.

The best tools are very often older ones, I found this old Try-square at the back of a friends garage, they no longer wanted it .

Old paint splashes and rust.

But, it holds potential.....



Try-Squares have been used as far back as ancient Egypt and Rome.

They are regarded as essential tools for woodworking. It is used for "Trying" or checking to see if something is "square" (90 degrees) and for marking out at 90 degrees.

The one above and below has a stock made from Rosewood and a blade from mild steel.



I have immersed the blade in water and sanded using 'wet n dry paper', with a little patience the rust is removed, I have been careful not to let the Rosewood stock get too wet.

Finally.....

Two coats of Danish Oil later.

A little research on the internet and I discover this tool is about 80 years! With Rosewood handle estimated at 100years old.....**Wow!!!!!!!**



#stayhomestayactive
#PEatHome

EXPLORE



Look around your house and garden. How many symbols can you find?

Bright ideas:

How many of these symbols are:

- Hazard symbols
- Product symbols
- Electronic symbols
- Mathematical symbols
- Chemical symbols

What do these symbols have in common?
What makes these symbols different?

@KESSPB
@awhitehousePE
@SarahLayPE

Where can I find out more about OAA?
<https://www.britishorienteering.org.uk/goorienteering>
<https://www.ackers-adventure.co.uk/>
<http://www.coboc.org.uk/>

PRACTISE

Play in pairs. One person draws a symbol without showing it to the other person. The drawer describes the symbol to their partner, who has to draw the exact same symbol. Compare each drawing at the end – how successful were you?



Draw a symbol of how you feel today. Can another member of your family guess how you feel from your drawing?

History Challenge!

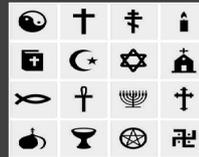


The ancient Egyptians used symbols to communicate.

- What were these symbols called?
- Can you identify the meaning of 3 of these symbols?
- Can you find the symbols the ancient Egyptians used for the alphabet?

RE Challenge

Symbols have often been used by different religions. Can you identify the symbols below and match them to a religion?



Can you write down one fact about each of the religions above?



Make sure you have enough room to complete the tasks!

DEVELOP

Can you create a game using symbols? What are the key aspects you need to consider when playing your game?



Can you create rules for your game and play it with the rest of your family.



Parent's Tip!

Make the practice task more difficult by closing your eyes if you are the drawer. Make this even harder by not allowing any speaking during the task!

KS3

#stayhomestayactive
#PEatHome

EXPLORE



Find 10 different items in your house. How can you stack them to make the tallest tower?

Bright ideas:

- What object makes the strongest base?
- Which objects can take most weight?
- How can these objects fit together to form the strongest structure?

Find a piece of fruit or a vegetable. Can you balance the fruit on top of your structure? If it collapses, how can you make it stronger?



@KESSPB
@awhitehousePE
@SarahLayPE

Where can I find out more about OAA?
<https://www.britishorienteering.org.uk/goorienteering>
<https://www.ackers-adventure.co.uk/>
<http://www.coboc.org.uk/>

PRACTISE

Find 10 pieces of paper. You have 10 minutes to build the tallest tower that you can.



Your structure has to be free standing and you cannot use tape, glue or paperclips to hold it together.

Challenge someone else in your house to complete the task with you and see who can build the tallest tower.

CHALLENGE



Maths Challenge!
The Eiffel Tower is the tallest tower in Paris.

If half the base of the tower is 75m, and imagining that the sloping side is a straight line of 332m, can you approximate the height of the tower?

Tip – Remember:

$$c^2 = a^2 + b^2$$



Make sure you have enough room to complete the tasks!

Geography Challenge

The Burj Khalifa in Dubai is the tallest building in the world:

Can you find out the names of the next 5 tallest buildings?

Where are these buildings in the world?

Can you plot a graph of the 10 tallest buildings in the world according to their height?



Parent's Tip!

Use different objects to create challenge. If your towers keeps falling over, try to find objects with a more stable base.

KS4

Messages From Head of Pastoral

Mr E Leach: Year 7



Dear Year 7,

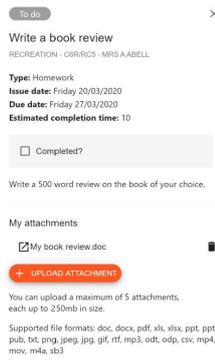
Please keep progressing with all your hard work. We only have one week left until half term and then you can have a bit of a break and a chance to rest and relax. My main bit of advice is to do as much work as you can in the time limit for that subject. Once the time is up, upload what you have done and move on, like in a normal college lesson, when the bell would go, and you would have to do a different subject .

To help with uploading your work I have added a guide on how to submit your work. As always if you have any problems please contact me eleach@honitoncollege.devon.sch.uk or email ictsupport@honitoncollege.devon.sch.uk if you have any IT glitches.

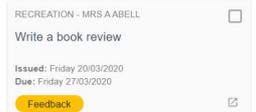
For certain homework tasks, you may be asked by your teacher to [upload your work](#) as an [attachment](#).

When viewing a homework task in more detail, you will see the [Upload attachment](#) button if your teacher is expecting your work to be uploaded.

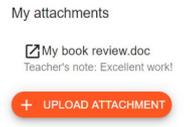
To submit a homework attachment, click on the [Upload attachment](#) button and select the files of your choice. Successfully uploaded files will then appear above the button.



If your teacher leaves feedback on one of your homework attachments, you will see a [Feedback](#) icon appear on the associated homework task.



To view the feedback, click on the [expand](#) icon in the bottom right hand corner of the homework tile. Your teacher's feedback will appear directly below your homework attachment.



Miss S Daw: Year 8



Hello, Year 8.

How has your week been? Have you made the most of your TEAMS lessons? I would love to hear about how it is going for you?

Congratulations to Robyn Turner (EBR) who received a Blue Peter Music Badge this week!



Extracurricular

I have been enjoying listening to Homeschool History on BBC Sounds. They are 15 minute long fun history lessons for all the family, presented by Horrible Histories' Greg Jenner. Full of facts and jokes, the series brings to life a broad range of historical topics with a little quiz at the end. <https://www.bbc.co.uk/programmes/m000j1xp>

All about sleep



When it's dark our bodies produce a hormone called **melatonin** which tells our bodies it's time to sleep.



A good night's sleep has a positive impact on the **brain** and body, improving performance and productivity.



11-16 year-olds are recommended to get **8 to 10 hours sleep a night**.



It is recommended to not use any **screen technology** one hour before bedtime.



Physical activity during the day improves your sleep.



Sleep affects your **physical appearance** as well as your mood, **mental health** and your memory.

As always, if you need any help or support, my email address is: sdaw@honitoncollege.devon.sch.uk

Have a lovely weekend.

Best wishes, Miss Daw

Miss H Blight: Year 9



Hello Year 9,

Another week of lockdown learning completed and we only have 1 week left until a well-deserved break. It is easy to feel low or stuck in a constant cycle at the moment. It feels like nothing is changing. However, I saw this on the internet, and it instantly made me feel better. It is important to remember the situation is temporary.

February – by the end of the month the sun won't set until 5.41pm. By the end of March, it will be 7.37pm. April, 8:30pm. May 9.17pm. June 9.34pm...

There are brighter days ahead.



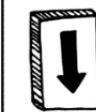
Reminders and key dates

February 12th – you need to submit your Option Choices to the SIMS app.

TEAMS lessons – I can see some TEAMS sessions are being missed. Please continue to join as many as possible, these will help you with your learning.

Class Charts – It was brought to my attention this week that some students are ticking 'completed' on class charts instead of submitting the work. You need to do both please, so your teachers can see your submissions.

Finish up each week by remembering the GOOD that happened each day!

 **THIS WEEK....**

There is something good in everyday...

Monday....

Tuesday....

Wednesday....

Thursday....

Friday....

Saturday....

Sunday....

As always if there is anything, I can do to support you, please get in touch.

Best wishes, Miss Blight , hblight@honitoncollege.devon.sch.uk



Hi Year 10,

Welcome to week 5 of virtual learning and just another week until the half term break! It may seem like it feels that this is a long journey and your motivation levels are starting to decline, but I want to reassure you there is light at the end of the tunnel; we are hopeful we will have some sort of return to college in the not-too-distant future. In the meantime, it is extra important you keep on top of your work and stay focused, asking for support from me, your teachers, tutors if you need help. This will help you no end when we are back in college and all your hard work now will impact on your lessons when we return. Check out this Well-being Alphabet with some top tips for keeping our minds and bodies happy in between studying – how many can you tick off?

In other news - some of you might have seen me in college with a bigger tummy than before we left- I did enjoy Christmas, but not that much! There is a little baby girl growing in there, currently the size of a pomegranate and due in June. Please feel free to share any news stories or exciting news you have and as always email me with any questions or for support on ebarrett@honitoncollege.co.uk. Have a lovely weekend

THE JOURNEY TO WELLNESS
ALPHABET guide to WELLBEING!

ANXIETY IS A NORMAL HUMAN EMOTION. REMIND YOURSELF THAT IT WILL PASS & YOU ARE SAFE.

BREATHE! TAKE TIME EACH DAY TO CHECK IN WITH YOUR BREATH. TAKE LONG, SLOW BREATHS DEEP DOWN INTO YOUR BELLY.

CALMING. CALM & SOOTHE YOUR BODY & MIND WITH A CUP OF CHAMOMILE TEA.

DISTRACTION CAN BE A USEFUL TOOL TO SHIFT YOUR FOCUS AWAY FROM UNHELPFUL THOUGHTS & BEHAVIOURS.

EAT A BALANCED DIET, RICH IN ANTIOXIDANTS & EXERCISE OFTEN.

FRIENDS & FAMILY. SURROUND YOURSELF WITH SUPPORT & PRIORITISE HEALTHY CONNECTIONS & RELATIONSHIPS.

GROUND YOURSELF IN THE PRESENT MOMENT BY TUNING IN TO YOUR SENSES, YOUR BODY & YOUR BREATH.

HEALTHY HABITS. CREATE POSITIVE DAILY RITUALS OF SELF-CARE.

INNER CRITIC. GET TO KNOW YOURS & LEARN TO KEEP IT IN CHECK WITH SELF-COMPASSION.

JOURNAL. WRITE OUT YOUR FEELINGS, THOUGHTS, FEARS, GOALS & DREAMS TO HELP YOU PROCESS THEM.

KEEP CLEAR BOUNDARIES FOR YOURSELF & OTHERS. IT'S OKAY TO SAY 'NO'.

LAUGH. FIND TIME FOR FUN. LET YOUR HAIR DOWN. KEEP IT LIGHT & FIND THE HUMOUR IN LIFE.

MINDFULNESS. OBSERVE YOUR THOUGHTS & EMOTIONS WITHOUT JUDGEMENT. BE PRESENT.

NAME YOUR EMOTIONS. ACKNOWLEDGE THEM WITHOUT JUDGEMENT.

OBSTACLES PROVIDE YOU A CHANCE TO LOOK FOR OPPORTUNITIES & OPTIONS FOR GROWTH.

PLAN & PRIORITIZE. KEEP LISTS OR SCHEDULES & DON'T OVERLOAD YOURSELF. BOOK-IN DOWN TIME & SELF-CARE.

QUIET. GIVE YOUR MIND & SENSES A BREAK. TURN OFF & TUNE OUT.

REST! IT'S OKAY TO DO NOTHING SOMETIMES. PUT YOUR FEET UP, GRAB A CUPPA & READ A BOOK.

SLEEP. IT'S SO IMPORTANT TO GET ENOUGH SLEEP EACH NIGHT. PRIORITIZE A SOOTHING WIND-DOWN ROUTINE BEFORE BED.

TECHNOLOGY FREE TIME. SPEND TIME EACH DAY AWAY FROM YOUR SCREENS, ESPECIALLY BEFORE BED.

UNIQUE. YOU ARE THE BEST AT BEING YOU. TRY NOT TO COMPARE YOURSELF WITH OTHERS.

VALERIAN CAN BE A GREAT NATURAL WAY TO HELP ANXIETY, STRESS & SLEEP.

WATER. MAKE SURE YOU ARE DRINKING ENOUGH WATER EACH DAY - NOT JUST IN COFFEES!

XAMINE YOUR UNHELPFUL THOUGHTS & CHALLENGE THEM. REMEMBER, NOT ALL THOUGHTS ARE TRUE!

YOGA. TUNE IN TO YOUR BODY, NOTICE WHERE YOU FEEL TENSION. HONOUR THIS MIND-BODY CONNECTION.

ZERO TOLERANCE FOR THINGS IN YOUR LIFE THAT DON'T HONOUR YOUR WORTHINESS.

@journey-to-wellness

Mr T Skelding: Year 11



Hi all!

I hope you have had a nice, productive week and have managed to strike a balance between College work, exercise and downtime. It was really nice to see so many of you during our core PE catch up on Wednesday.

Thank you to Leon Mabonga for the fitness recommendations, I think I will look up the 30-minute workout app! For those of you that couldn't make it, I put a couple of polls to see what kind of exercise you guys are up to. One of my polls was "Have you had an entire day without going outside?". It may come as a surprise to you that some people said that they have had a whole day without stepping outside! Please make sure you find time to get out and have a walk or run outside – it is so good for you to get out and get a change of scenery!

Outside of TEAMS lessons, teaching in College, phone calls and writing/receiving hundreds of emails, I have managed to finish off my daughter's bedroom (I had a strict deadline of her birthday on 6th February!). As you can see she is obsessed with dogs! I have to say – I nailed the wallpapering, although won't be rushing up a stepladder any time soon!

Have a great week, not long until half-term and a well-deserved rest.

