



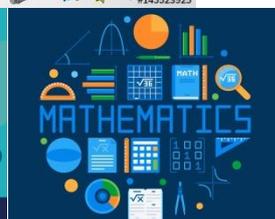
Welcome to the George Abbot Glossary

We know that when you arrive at George Abbot School in Year 7, there is a lot to take in. Not only are you getting used to a new school, but you are also starting lots of new subjects with many new words associated with them.

It can be overwhelming to have to broaden your vocabulary so rapidly, but without understanding what these new words mean, you may find it more difficult to learn.

To help you, your teachers have worked together to compile a list of important vocabulary that you need to know for each subject. Some of these words may be unfamiliar, so we have also included the meanings for you.

We hope that this glossary will help unlock some challenging vocabulary and enable you to reach your learning potential as you continue your George Abbot journey.



Art

| WORD | DEFINITION |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3-Dimensional | Something that is not flat. |
| Colour | Organized on a colour wheel with 3 primary colours, 3 secondary colours and 6 intermediate colours. |
| Composition | The arrangement of elements in an artwork. |
| Form | Form and shapes define an object in space. Forms exist in three dimensions, width, height, and depth. |
| Line | It is one-dimensional and can vary in thickness, direction, and length. |
| Pattern | A repeated decorative design. |
| Shape | Shape defines an object in space. Shapes have two-dimensions, height and width, and are usually defined by lines. |
| Texture | How the surface of an object looks or feels: hard, soft, rough, smooth, hairy, leathery, sharp etc. |
| Tone | The lightness or darkness of something – this could be a shade, or how dark or light a colour appears. |
| Value | Value describes the brightness or darkness of colour. |
| Themes | |
| Abstract | Art that does not attempt to represent an accurate depiction of visual reality but instead uses shapes, colours, forms and gestural marks to achieve its effects. |
| Bleeding | Describes the action of one colour running into another when applied to a wet surface. |
| Brushwork | Refers to the way paint is applied in a painting |
| Carving | A technique used by sculptors using tools such as chisels or files to cut or scrap away from a solid piece of wood or stone. |
| Close-up | A picture of a subject taken with the subject close to the camera. |
| Collage | Describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface. |
| Colour wash | A term used to describe the transparent layers of colour in a watercolour. |
| Complementary colours | Colours that are opposite to each other on the colour wheel. Yellow & purple, red & green, blue & orange. |
| Contemporary | The term contemporary art is loosely used to refer to art of the present day and of the relatively recent past. |
| Context | The setting for an event, statement, or idea. |
| Contrast | The difference in colour found between light and dark parts of an image. |
| Cubism | A movement in modern art |
| Decorative | Art that is meant to be useful as well as beautiful, it is inclusive of different crafts such as ceramics, furniture, interior design, jewellery, and textiles. |
| Drawing | A technique in which images are created on a surface using lines and other marks. Drawings may also consist of areas of tone, washes and other non-linear marks. |
| Element | Any distinct layout such as the logo, headline, images, or borders. |
| Etching | A technique of printing in which the image is created |
| Exaggerated | Enlarged or altered beyond normal proportions. |
| Expressive | Expression in art might be seen in bold colour, or gestural mark making. |
| Firing | Heating pottery or a sculpture in a kiln to harden the clay. |

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| Font | A complete combination of characters created in a specific type, style, and size |
| Frottage | The process of making rubbings through paper of objects or textures underneath. |
| Gradient | A gradient is a series of values going from lightest to darkest. |
| Ground | Refers to the background on which an image is painted. |
| Hue | One of the three primary attributes of color. A hue is a variety of color such as red, blue, green, or yellow. |
| Impressionism | A style of painting associated mainly with French artists of the late nineteenth century, such as Edgar Degas, Edouard Manet, Claude Monet, and Pierre-Auguste Renoir. Impressionist painting seeks to re-create the artist's or viewer's general impression of a scene. |
| Installation art | A term used to describe large scale constructions of mixed media, often designed for a specific site or space. |
| Line drawing | Refers to a piece of artwork which there are only line and no tone or shading. |
| Media/Medium | The material and tools used by the artist to make a piece of art. |
| Minimalism | A style that uses uncomplicated/simple design elements. |
| Mixed media | A term used to describe artworks made from a combination of different media or materials. |
| Monochromatic | Having only one colour, e.g. different shades/tones of pink. |
| Monoprint | A form of printmaking that can only be made once. |
| Mosaic | A picture made up of small parts which are traditionally tiny tiles made out of terracotta, pieces of glass, ceramics or marble and usually inlaid into floors and walls. |
| Narrative art | A form of art that tells a story. |
| Negative space | The space around an object rather than the object itself. |
| Personal response | Belonging to or affecting your rather than anyone else. E.G. How you feel about your own art work. |
| Perspective | Refers to the use of a mathematical system to represent three dimensional space on the two dimensional surface of a drawing or painting. |
| Primary colours | Any hue that, in theory, cannot be created by a mixture of any other hues. Varying combinations of the primary hues can be used to create all the other hues of the spectrum. In pigment the primaries are red, yellow, and blue. |
| Realism | Representing a person, location or thing in a way that is accurate and true to life. |
| Secondary colours | A hue created by combining two primary colours, as yellow and blue mixed together yield green. In pigment the secondary colours are orange, green, and violet |
| Slip | Clay mixed with water. Used as a potters glue. |
| Technique | The skills in which the artist uses tools and materials to achieve an expressive effect. |
| Template | Shape or image cut out of paper or card to create a pattern. |
| Tertiary colours | Six colours positioned between the primary and secondary colours on the colour wheel. |
| Tint | A colour is made lighter by adding white, this is called a tint. |
| Tonal drawing | Refers to the technique of drawing in which there are no lines only shading. |
| Vanishing point | The point at which the receding lines in perspective appear to meet. |

Design and Technology

| WORD | DEFINITION |
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| Automation | The use of control systems for operating equipment such as machinery and processes in factories; this reduces human input. |
| Client | The person/people/audience being designed for and whose needs are being met. |
| Commercial process | Manufacturing method used to produce products in quantity. |
| Commercial product | A product intended to make money. |
| Conceptual stages (of design) | Use of models, sketches and computer aided design (CAD) to show the design of a product as it develops. |
| Continuous improvement | The identification of improvements and subsequent evolution of products. |
| Co-operative | A group of people united to meet common social, economic or cultural need through a jointly-owned business. |
| Crowd funding | A large number of people who raise money for a project or venture. |
| Ecological | The consideration of the environment and the impact that design can have on it. |
| Ethics | Moral decisions when designing and manufacturing. |
| Fabricate | Using processes such as cutting, bending, joining and assembly to produce products. |
| Finite | A material or source which will one day run out. |
| Functionality | How well a product carries out its purpose. |
| Fusibility | How well a material is converted by heat into a molten or liquid state dependent on its melting point. |
| Iterative design | Design methodology based on a cyclical process of analysing, prototyping and testing to refine a product. Each iteration and result starts the process again. |
| Lean manufacturing | Reducing and eliminating waste in a manufacturing process. |
| Life cycle assessment | A technique used to assess the environmental impact of a product at all stages of its manufacture, use and disposal. |
| Market pull | Products developed to meet the needs of society or a specific section of the market. |
| Mechanical device | Mechanism which produces and/or changes movement. |
| Nesting | The tessellation of shapes or nets on a material to minimise the amount of waste during manufacture. |
| Physical properties | Properties that refer to the actual matter that forms the material (eg insulation, conductivity, fusibility). |
| Planned obsolescence | Deliberately designing the lifecycle of a product to be short, forcing the user to update their products quickly. |
| Primary source | Research collected first-hand by a designer to develop a product or idea. |
| Primary source (of materials) | Where materials originate (polymers from oil etc.) and the raw material that needs to be converted into a workable form. |
| Product | Item or artefact developed for an intended audience to solve a problem or meet a need. |

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| Prototype | An early model or sample of a product used to test a concept. |
| Schematic diagram | Graphic symbols or simplistic diagrams used to convey a system (e.g. an underground map). |
| Social footprint | The impact a product or individual has on society. |
| Social responsibility | The idea that a designer needs to evaluate the impact their product could have on society and take action to make this better. |
| Stock form | The standard shape and size of materials as they are bought. |
| Technology push | Technological discoveries used to drive the development of a product. |
| Tolerance | The minimum and maximum measurements that can be accepted when manufacturing. |
| User | The person/people who make use of the product that has been developed by a designer. |
| User-centred design | Design development with the user at the centre of the focus. The designer tries to envisage how the product will actually be used, as opposed to focusing on other areas such as cost. |
| Working properties | How a material reacts to external forces. |

Drama

| WORD | DEFINITION |
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| Accent | A way of speaking in a local area or country. |
| Accessories | An article or set of articles of costume, such as gloves, earrings, or a scarf, to add to one's basic outfit. |
| Amateur theatre | Participants are not usually paid. This does not include performances by peers. |
| Amplifier | Sound equipment that converts low voltage, low current signal from a tape deck or mixer into a higher current signal suitable for speakers. |
| Analyse | The process of examining how drama, literary, technical and performance elements are used. |
| Angling | To set, fix, direct, or adjust at an angle. |
| Artistic intention | Refers to the decisions made by theatre makers to communicate deeper meaning through their work. Without an artistic intention a piece of drama lacks a purpose or a message for its intended audience. |
| Birdie | A compact display luminaire containing a Par 16 lamp. It is called this because it is similar to, but much smaller than, the Parcan, and so is 'one under Par'. |
| Blackout | Lighting term: switching all lights out at once, leaving the stage in complete darkness. |
| Body language | Non-verbal communication by movement or position. |
| Centre stage | The middle of the stage. |
| Character | A person portrayed in a drama, novel, or other artistic piece. |
| Character interaction | The ways in which characters communicate or interact with each other. The action or relationship among two or more characters. |
| Character motivation | The reason behind a character's behavior and actions in a given scene. |
| Choral movement | Where the actors perform the same movement at exactly the same time. |
| Choral speaking | A group of people speaking in unison. |
| Clarity of diction | Clearness of the voice. |
| Collaborate | Working together. |
| Colour | The physical appearance through hue and pigmentation. |
| Commedia dell'arte | Also known as 'Italian comedy', a style of drama that originated in Italy in the 16th century. Use of stock characters, music, dance, witty dialogue and all kinds of trickery contributed to the comic effects. |
| Comedy | A play that treats characters and situations in a humorous way. |
| Communicate meaning | Vital to a successful theatrical experience. How the performers share messages or information with the audience verbally, non-verbally and physically. |
| Construction materials | Any materials used to build or make the set and any props. |
| Coordination | The ability to use different parts of the body together smoothly and efficiently. |

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| Creating | The process of developing a drama's content and roles through practical exploration, experimentation and problem solving. |
| Cross fade | A lighting action in which a particular light cue fades down as the next light cue fades up. |
| Cue | The command given to technical departments to carry out a particular operation. |
| Cyclorama | Plain cloth or plastered wall filling the rear of the stage. The term is often loosely applied to a blue skycloth, or any flattage at the rear of the stage. May be curved at the ends. |
| Develop | Process of devising, to gradually add details to a piece to make it more clear or complete. |
| Devise | Create a performance, usually based on a stimulus. |
| Dialogue | Spoken conversation used by two or more characters to express thoughts, feelings, and actions. |
| Digital recording/live streaming | Live theatre which has been recorded and then viewed on screen. |
| Distortion | Usually undesirable result of overloading sound equipment. Reducing the levels can remedy the situation. |
| Documentary theatre | Uses pre-existing material (such as newspapers, government reports, interviews, journals, and correspondences) as source material for stories about real events and people, frequently without altering the text in performance. |
| Downstage | From an audience's perspective towards the front of the stage (left, right, centre). |
| Dramatic climax | Turning point of a drama, its point of highest tension, or it is the time when the action starts during which the solution is given. |
| Drapes | Stage curtains. |
| Dressing | Decorative props (some practical) and furnishings added to a stage setting. |
| Echo | A repeated sound received late enough to be heard as distinct from the source. |
| Effect | An event or a moment intended to create a particular emotional reaction. |
| Emotional range | Change of voice to express emotion. |
| End on staging | The audience faces one side of the stage directly, and may sit at a lower height or in tiered seating. |
| Entrance | A part of the set through which actors can walk onto the stage. The act of an actor walking on to the stage. |
| Epic theatre | Style of theatre created by Bertolt Brecht where a range of theatrical devices or techniques are used so that the audience is reminded throughout that they are watching theatre. A presentation of life, not real life itself. |
| Ethnic authenticity | To be realised in a scene, even where it is highly theatrical. |
| Evaluate | To judge the strengths and weaknesses of a performance. |
| Exit | A part of the set through which actors can leave the stage. Or, the act of an actor walking off the stage. |
| Fabric | Cloth or material. |

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| Facial expression | Look on face which shows emotions. |
| Fade | To increase (fade up), decrease (fade down) or eliminate (fade out) gradually the brightness of a lantern or the volume of a sound. |
| Filter | Lighting: A sheet of plastic usually composed of a coloured resin sandwiched between two clear pieces. Sound: Electronic device to isolate and redirect specific frequencies in a speaker system. |
| Flat | A lightweight timber frame covered with scenic canvas. |
| Flood | A lantern without a lens that produces a broad non-variable spread of light. |
| Fly | To raise or lower scenery and equipment above the performing area by means of a rigging system. |
| Form | The overall style of the drama. |
| Focusing | The process of aiming a lighting instrument so that it illuminates a particular portion of the stage. |
| Fresnel | A type of lantern which produces an even, soft-edged beam of light. |
| Functionality | The range of operations that can be run on a computer or other electronic system. |
| Furnishings | Furniture, fittings, and other decorative accessories such as curtains and carpets. |
| FX | Abbreviation for Effect, usually referring to Sound Effects, but can also mean special stage effects. |
| Gait | A person's manner of walking. |
| Gauze | See-through material which cannot be seen through when lit from the front, but can be seen through when lit from behind. |
| Gel | Film placed in front of a lantern to change the colour of the beam. |
| Genre | A category of literary or dramatic composition. Drama is a literary genre, which is further divided into tragedy, comedy, farce, and melodrama. These genres in turn, can be subdivided. |
| Gesture Gobo | Any movement of the actor's head, shoulder, arm, hand, leg, or foot to convey meaning. Thin metal plate cut out in a pattern and placed in a lantern to project pattern or shape onto the acting space. |
| Grease paint | Make up supplied in stick form, for application to the face or body. |
| Gum | Adhesive used for sticking costume and make up prosthetics such as wigs or false facial hair. |
| Inflection | Change in pitch or loudness of the voice. |
| Intensity | The strength or amount of sound or light. |
| Intonation and phrasing | Rising and falling of voice in speech. |
| Lamp | Lightbulb used in a lantern. |
| Language | In drama, the particular manner of verbal expression, the diction or style of writing, or the speech or phrasing that suggests a class or profession or type of character. |
| Lantern | General term for unit of lighting equipment including spotlight and flood light. |

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| Levels | The intensity of a lighting or sound level. Physical levels of actors on the stage help to indicate status. |
| Location | A particular place or position. |
| Material | The matter from which a thing is or can be made. |
| Melodrama | A style of play, which originated in the 19th century, relying heavily on sensationalism and sentimentality. Melodramas tend to feature action more than motivation, stock characters, and a strict view of morality in which good triumphs over evil. |
| Microphone | An instrument which collects live sound and converts it to electrical impulses which are then put into a mixer or amplifier. |
| Mood and atmosphere | The tone or feeling of the play, often created by the music, setting, or lighting. |
| Movement | Stage blocking or the movements of the actors on stage during performance. Also refers to the action of the play as it moves from event to event. |
| Multimedia | A combination of different content forms such as text, audio, images, animations, video and interactive content. |
| Musical theatre | Uses song, dance and dialogue to tell a story. |
| Naturalism | A style of drama that developed in the late 19th century as an attempt to represent real life on stage faithfully and without artifice. The actions of characters tend to be dominated by determinism (societal or environmental forces). |
| Pace | The speed at which someone or something moves, or with which something happens or changes. |
| Pause | A break in speaking, period of silence. |
| Performance conventions | A set of rules which the audience and actors are familiar with and which act as a useful way of quickly signifying the nature of the action or a character. |
| Performer manipulation | How a puppet is controlled: for example, human arm, rod, shadow or string. |
| Performance space | The area within which the actor may move in full view of the audience. |
| Period | When all the facets of a production are carefully aimed towards representing a specific period in history. |
| Physical theatre | Style of theatre that puts emphasis on movement rather than dialogue. It's often abstract in style, using movement in a stylised and representational way. |
| Pitch | The particular level (high or low) of a voice, instrument or tune. |
| Plot | The events or story of a play or arrangement of action, as opposed to the theme. |
| Plot | Face and body cosmetic. |
| Positioning | The location of a lantern in the fly or lighting rig. |
| Posture | Physical alignment of a performer's body, or a physical stance taken by a performer which conveys information about the character being played. |
| Production values | Lighting, sound, set and costume. |
| Professional theatre | Those in which performers receive payment for their performances. |
| Profile | A type of spotlight (qv), with an optical system rather like a projector which produces a narrow, hard-edged beam of light. |

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| Projection (design) | Slides or video are used to project film, images or textures. Lighting effects, Moving cloud, rain or fire effects can be achieved. |
| Projection (vocal) | Directing the voice out of the body to be heard clearly at a distance. |
| Promenade staging | Performance area may be set in various locations in a venue. Audience follows the action on foot, moving from one location to another. |
| Proscenium arch staging | The audience faces one side of the stage directly, and may sit at a lower height or in tiered seating. The frame around the stage is called the proscenium arch. |
| Prop | Any moveable item used on the set of a play or handled by an actor. |
| Prosthetics | An artificial feature or piece of flexible material applied to a person's face or body to change their appearance temporarily. |
| Pyrotechnics | The use of explosions, flashes and smoke on stage. |
| Refine | Make minor changes to improve. |
| Rehearse | Practice or preparation of a drama. |
| Reverb | The effect of multiple sound waves reflecting off surfaces in a room. |
| Revolve | A turntable built into the stage floor on which scenery can be set and driven into view. |
| Rigging | The battens, lines and associated equipment required for the vertical movement of scenery. |
| Rhythm | Strong, regular repeated pattern of movement or sound. |
| Scale | The relationship between the real size of something and its size on a model or stage. |
| Shadow | Artistic lighting design can (sometimes) be about what isn't lit, just as much as what is lit. Along with any shadows that are created. |
| Shape | The particular physical form or appearance of something, an arrangement that is formed by joining objects together in a particular way. |
| Social, cultural and historical context | Circumstances of the time the play is set in. It refers to the physical and social setting including the culture, education and people. |
| Soundscape | Used to create the atmosphere of a scene through sound only, usually provided by the actor's themselves. |
| Spatial relationships | Sometimes referred to as proxemics, referring to spatial signifiers of the relationship between different performers or a performer and elements of the set which convey information about character and circumstances. |
| Specialism | Chosen role within the performance – performer or designer. |
| Special effect | Technical effect, usually spectacular. These can vary from the relatively simple gunshot or the flying of a character to a vast flood or thermonuclear war. |
| Smoke machine | Or Fogger is an electrically powered unit which produces clouds of white non-toxic fog to produce an atmospheric haze. |
| Stage directions | Part of the script of a play that tells the actors how they are to move or speak their lines. |

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| Staging configuration | The shape and nature of your performance space or stage, considering where the audience will be. |
| Stage positioning | Different places/areas on stage. |
| Stimuli | Something that gives you an idea – an inspiration, a starting point. It is the beginning of the creative process. |
| Strobe | Device giving a fast series of very short intense light flashes which can have the effect of making action appear intermittent. Because strobe lighting can trigger an epileptic attack in sufferers, the use of a strobe must be communicated to the audience before the performance begins. |
| Style | The way the drama form is presented on stage. |
| Subtext | The underlying and often unspoken thoughts and motives of characters – what they really think and believe. |
| Texture | The quality of something that can be decided by touch. The degree to which something is rough or smooth or soft or hard. |
| Theatre in education | Theatre in education is used to encourage effective learning in schools. It calls for careful consideration of the audience's age and requirements in order to engage them and get the message across. |
| Theatre in the round staging | The stage is positioned at the centre of the audience. This means that there's an audience around the whole stage. |
| Theatrical conventions | Practical devices which are used on stage that contribute to an overall performance style. Different techniques that are used in presenting the drama (flashback, flashforward, still image, mime, monologue, movement, slow motion, narration, voice over, aside soliloquy, tableau). |
| Thrust staging | Where the acting area in front of the proscenium arch comes forward so that some of the audience are sitting on three sides of the action of the play. |
| Time | Time in drama can be considered from a variety of angles depending on which general concepts of time are expressed in and by a play. |
| Timing | Rate of movement or speed of action. |
| Tragedy | A drama about unhappy events and with a sad ending. |
| Traverse staging | Where the audience sits on two sides – like a catwalk. |
| Trimming | The draperies, curtains and other items included in a set for aesthetic reasons. Also can mean to adjust a drop or border so that it hangs the correct distance from the stage floor. Also used to describe the process of adjusting the dimmers that control the intensity of the lighting instruments. |
| Trucks | Pieces of scenery on wheels for ease of movement. |
| Upstage | From an audience's perspective towards the back of the stage (left, right, centre). |
| Volume | Loudness or quietness of the voice. |

English

| WORD | DEFINITION |
|------------------------|-----------------------------------------------------------------------------------------------------|
| Alliteration | The occurrence of the same letter or sound at the beginning of adjacent or closely connected words. |
| Antagonist | A character who actively opposes or is hostile towards something. |
| Characterisation | The creation or construction of a fictional character. |
| Clause | A group of words which contain a verb and a subject. They usually express one complete idea. |
| Complex sentence | A sentence containing an independent clause and one or more subordinate clauses. |
| Compound sentence | A sentence containing at least two independent clauses, separated by connectives or semi-colons. |
| Declarative sentence | A sentence which states a fact and ends with a full stop. |
| Emotive language | Language intended to create an emotional response. |
| Exclamatory sentence | A sentence conveying excitement or emotion which ends with an exclamation mark. |
| Genre | The style or category of art, music or literature. |
| Imagery | Visually descriptive language. |
| Imperative sentence | A sentence which is a command. It can end with a full stop or an exclamation mark. |
| Independent clause | A clause that can stand alone as a complete sentence. |
| Inference | A conclusion based on evidence and reasoning. |
| Interrogative sentence | A sentence which asks a question and always ends with a question mark. |
| Juxtaposition | Two things being placed close together with contrasting effect. |
| Literary | Connected to literature. |
| Literature | Writing considered superior or lasting in its artistic merit. |
| Metaphor | A descriptive technique that names a person, thing or action as something else. |
| Narrative | A written account of connected events (a story). |
| Onomatopoeia | When a sound is represented by a word. |
| Oxymoron | A type of juxtaposition where two or more contradictory terms are combined. |
| Paragraph | A series of sentences that are organised and coherent, and are all related to a single topic. |
| Pathetic fallacy | A type of personification where emotions are given to a setting, an object or the weather. |
| Personification | A type of personification where emotions are given to a setting, an object or the weather. |
| Protagonist | The leading character in a novel, play or other literary work. |

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| Rhetorical question | A figure of speech in the form of a question that is asked to make a point rather than to elicit an answer. |
| Rhyme | Correspondence of sound between words or the endings of words. |
| Sibilance | A figure of speech in which a hissing sound is created within a group of words through the repetition of "s" sounds. |
| Simile | A descriptive technique that compares one thing with another, usually using 'as' or 'like.' |
| Simple sentence | A sentence containing only one clause. |
| Stanza | A grouped set of lines within a poem. |
| Subordinate clause | A clause which contains a subject and a verb, but does not make sense on its own. |
| Vocabulary | The body of words used in a particular language |

Food and Nutrition

| WORD | DEFINITION |
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| Adapted | Changing some parts of a recipe to meet the needs of a particular group or to meet a design brief. |
| Coagulation | Process where an egg turns from a liquid to a solid when heated. |
| Consistency | Used to describe how thick or thin a product is for example a sauce or cake mixture. |
| Cross contamination | Transfer of bacteria from raw to cooked foods via hands, boards, knives etc. |
| Deficiency | Not having enough of a nutrient in your diet. This can cause poor health. |
| Dovetailing | Multi-tasking to carry out different processes for a dish at the same time. For example chopping vegetables while waiting for a pan of water to boil. |
| Flavour | The taste of a food or drink. |
| Folding | Adding flour to a mixture carefully to make sure you keep all the air in. |
| Gelatinisation | When starch is heated with a liquid it swells and bursts open and produces a gel which can be used to thicken different food products. |
| Gluten | A protein found in the endosperm of wheat grains. It is important for providing the structure of the dough when making bread. |
| Hazard | A danger to you or someone else – could cause an injury. |
| Hygiene | Checking that you, equipment and the kitchen are kept clean to avoid food poisoning. |
| Improvements | Explaining the ways you can make a product better if you were to make it again. |
| Kneading | Stretching the dough until it is smooth and elastic. Important in bread making to develop gluten for structure. |
| Macro nutrient | Nutrients need in large amounts in the body – protein, carbohydrate and fat. |
| Micro nutrient | Nutrients which are needed in small amounts by the body – vitamins and minerals. |
| Nutritional Functions | What function or 'job' the nutrients in an ingredient provide in your body. For example protein for growth and repair of body tissue. |
| Physical functions | What function or 'job' the ingredients in a dish provide – usually linked to texture, flavour and aroma. For example breadcrumbs give a crunchy texture on the outside of a chicken nugget. |
| Proving | Letting bread sit in a warm place to rise. This gives the yeast time to work and raise the dough. |
| Quality Control | Things you do to make sure that all the products are the same size, shape and colour. |
| Raising agent | A product which helps a food product to rise. This could be an ingredient added to a recipe or the method used in making, e.g. sieving. |
| Rubbing in | Used to describe how thick or thin a product is for example a sauce or cake mixture. |
| Safety | Working carefully in a kitchen to make sure yourself and others are safe, e.g. carrying knives carefully, and storing food in the fridge if needed. |
| Saturated fat | It is an unhealthy fat, in animal sources such as meat, dairy products, lard and butter. Usually solid at room temperature. |
| Sensory evaluation | To carry out testing of a product using your senses – taste, smell, texture, appearance. |
| Sources | The food in which a nutrient can be found. |
| Texture | Describes how a product feels in your mouth . |
| Unsaturated fat | These are healthy fats which help with heart health. Usually a liquid or soft fat and found in nuts, vegetable oils, wholegrains, seeds and fish such as salmon and mackerel. |
| Whisking | Beating eggs or a liquid fast using a whisk. This makes a light mixture with lots of air bubbles. |

Geography

| WORD | DEFINITION |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agriculture | Practice of farming. |
| Altitude | Height above sea level. |
| Bay | An area of sea, curved in shape which has been eroded between two headlands. |
| Beach replenishment | The process of adding sand or shingle to widen or improve a beach. |
| Climate | The average weather conditions of an area occurring over many years. |
| Climate change | A long-term change in the Earth's climate, especially changes in temperature. |
| Continental crust | Forms the land. |
| Convection Currents | the circular movement within the mantle formed by continual warming and cooling. |
| Core | The centre of the earth, very hot and dense. Divided into the inner and outer core. |
| Death Rate | The number of deaths per 1000 population per year. |
| Deforestation | Permanently removing forest so the land can be used for something else. |
| Deposition | Where the river drops material when it has lost energy. |
| Developed countries | A country with very high human development. |
| Developing countries | A country with low human development. |
| Development | The economic or social progress a country or people make. |
| Distribution | How it is spread out. |
| Drainage basin | A drainage basin or 'catchment area' is any area of land where precipitation collects and drains off into a common outlet, such as into a river. |
| Ecosystem | The connections between living things (plants and animals) and non-living things (water, soil) in a particular place. |
| Emerging countries | A country with high or medium human development. |
| Epicentre | The point at the Earth's surface directly above an earthquake's focus. |
| Erosion | Wearing away the landscape. Can be Abrasion, attrition, solution and hydraulic action. |
| Flood plains and levees | A flat area created by a river flooding in the lower course, larger material deposited first creates extended banks (levees) and alluvium floor (silt – fine river material). |
| Focus | The point within the Earth's crust where an earthquake begins. |
| Formal employment | Jobs where people work for regular pay, have employment rights and pay taxes. |
| Fossil fuel | A carbon deposit, such as coal, oil or natural gas, derived from the remains of ancient plants and animals and used as fuel. |
| Geology | The different types of rocks that make up an area. |
| Globalisation | The processes by which the world is becoming increasingly interconnected. Through a global network of communication, transportation and trade. |
| Greenhouse effect | The natural process of greenhouse gases (carbon dioxide, ethane, nitrous oxide) helping to retain heat in the Earth's atmosphere. |
| Gross domestic product (GDP) | The total value of goods and services produced by a country in a year. |
| Groynes | A wooden barrier built at right angles to the coast, used to reduce the movement of sediment along the coast. |

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| Headland | An area of more resistant rock jutting out into the sea from the cliff-line. |
| Hotspots | Formation of volcanoes away from plate boundaries. Superheated plume of rock rising through the mantle, melting the asthenosphere and lithosphere and erupting onto the Earth's surface, e.g. Mauna Loa in Hawaii. |
| Immigration | Movement of people into a country. |
| Impermeable | Rocks that do not allow water to pass through them, e.g. clay. |
| Indigenous people | The original human inhabitants of an area. |
| Informal employment | Unofficial work, often without regular pay and employment rights (or payment of taxes). |
| Infrastructure | The basic services such as road and power supplies which are needed to keep a country or region running. |
| Latitude | How far north or south a location on the Earth's surface is from the Equator. |
| Longshore drift | The movement of material along a beach transported by wave action. |
| Magnitude | The size of an earthquake. |
| Mantle | The thickest layer of the Earth, made of molten rock. |
| Mass movement | When material falls downhill due to gravity (e.g. soil creep, landslides or mudflows). |
| Meanders | Bends in the river usually found in the middle or lower course. Started by helicoidal flow or an obstruction in the river's course. Features include thalweg, river cliff, point bar and neck (slip off slope). |
| Migration | Movement of people from one place to another. |
| Multiplier effect | When people or businesses move to an area and invest money on housing and services, which in turn creates more jobs and attracts more people. |
| Non-renewable | Finite energy resources are sources of power that cannot be replaced once they are used. |
| Ocean currents | Convection currents set up in the sea that help to distribute the Sun's energy. |
| Oceanic crust | Much thinner, but denser crust, under the oceans. |
| Oxbow lakes | A lake formed when a river meander is cut off. |
| Permeable | Rocks that allow water to pass through them, e.g. chalk. |
| Precipitation | Water vapour condensed in the atmosphere which falls as rain, snow, sleet or hail. |
| Primary industry | Employment involving the extraction of natural resources from the earth (land or sea), e.g. fisherman, farmer, miner. |
| Quaternary industry | Employment that involves using high technology and innovation. E.g. geneticist, software designer, graphic designer. |
| Region | An area of land with common features. E.g. language, government, religion, forestation, wildlife or climate. |
| Relief | Height and shape of the surface features of land e.g. mountains. |
| Renewable | Infinite energy resources are sources of power that quickly replenish themselves and can be used again and again. |
| River long profile | The characteristics of the river from the top (upper course) to the bottom (lower course). |
| Rural | Country side areas. |
| Secondary industry | Employment that involves manufacturing raw materials into something else, e.g. Factory worker, carpenter, builder. |
| Seismic waves (shockwaves): | The force created by an earthquake, passing through the Earth's crust. |
| Services | Intangible things that can be provided, bought or sold. |
| Settlement | A location where people have built home, e.g. town and cities. |
| Social | Factors affecting people such as health and education. |
| Spit | A ridge of sand or shingle deposited by the sea. It is attached to the land at one end but ends in a bay or river mouth. |

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| Sustainable | Understanding how to meet the needs of the present without compromising the needs of future generations to meet their own needs. |
| Tectonic plate boundary | Where two pieces of the earth's crust meet. |
| Tertiary industry | Employment that involves the worker providing a service, e.g. hotel chamber maid, doctor, train driver. |
| Tourism | The activity of travelling to a place for pleasure. |
| Transnational corporation (TNC) | Companies that invest in or own businesses in multiple countries. |
| Transport | Movement of material (load) in the river. Can be traction, saltation, suspension or solution. |
| Tsunami | A series of giant ocean waves, forces huge surges of water onto the land. Caused by earthquakes under the sea moving the seafloor and displacing the column of water above. |
| Urban | Towns and cities . |
| Urbanisation | The increase in the percentage of people living in towns and cities, causing them to grow. |
| V-Shaped valley | A steep sided valley created by vertical erosion on the upper course. Features steep sides and interlocking spurs. |
| Waterfalls | An upland feature created by differences in geology, plate movement or glaciation. Features include gorge and plunge pool. |
| Wave cut notch | A small overhang at the base of the cliff formed where wave action is greatest. |
| Wave cut platform | A flat area of rock at the bottom of the cliff seen at low tide. |
| Weathering | The breakdown of rock in situ and decay of rock by natural processes acting on rocks, on cliffs and valley sides. |
| Weathering | The physical, chemical or biological breakdown of material. |

History

| WORD | DEFINITION |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Abolition | The campaign to abolish (stop) slave trade, then slavery. People who campaigned for this are called abolitionists. |
| Anti-Semitism | Prejudice against Jewish people. |
| Appeasement | Trying to bring peace by making compromises. |
| Archbishop | The head of the Church in England, based in Canterbury. Worked with monarchs and popes. |
| Barons | Rich and powerful men who held land granted to them by William. They provided the king with knights to fight for him when he needed them. |
| Catholic | Christian religion with the Pope as its head. Bibles and church services were in Latin and churches were richly decorated. |
| Colony | Land controlled and often inhabited by people from another country. E.g. Virginia was one of Britain's first colonies in North America. |
| Communist | Someone who believes social classes should be abolished and all a country's wealth should be shared equally. |
| Conscription | Compulsory service in the army. Britain introduced this in 1916 after it started to run out of professional soldiers and volunteers. |
| Decolonisation | The process of the British granting independence to its colonies, after which they were no longer part of the British Empire. |
| Democracy | Political system where the people are involved in choosing their government and have several freedoms, like freedom of speech and protected human rights. |
| Dictatorship | Political system where people have no say in how their country is run: instead, one man or one party holds all the power and people have very few rights. |
| Empire | A group of countries or areas (colonies) all controlled by one more powerful country. |
| Enslaved person | Someone who had no freedom or rights and was forced to work without pay. They could be bought or sold as they were their owner's property. They were almost all very badly treated. |
| Genocide | The planned and deliberate killing of a specific group of people. |
| Independence | When a country is no longer part of an empire and is able to govern itself. |
| Militant | Adjective to describe more aggressive forms of protest, or protesters. |
| Monarch | The ruling king or queen. A monarchy is a type of government with a king or queen ruling. |
| Parliament | Group of mostly rich and powerful people who met to discuss running the country. |
| Peasants | The lowest group in the feudal system. They did labour service (farm work) on the knights' land in exchange for smaller bits of land on which to grow crops. |
| Pope | The head of the Christian Church. More powerful than individual monarchs. |
| Protestant | Christian religion which rejected the Pope. Bibles and church services were in the country's own language (e.g. English). Churches were kept plain and simple. |
| Puritan | Extreme Protestant who hated the Pope, dressed in very plain clothes, read the Bible a lot and believed activities like singing, dancing and feasting were sinful. |
| Rebellion/revolt | A violent uprising against the king. |

| WORD | DEFINITION |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reformation | When the European Christian Church split into two branches: Catholic and Protestant. Some countries like England and Sweden became permanently Protestant; others, like France and Spain, stayed Catholic. |
| Republic | A country without a monarch. Britain became a republic between 1649 and 1660 after Charles I lost the throne and was beheaded. |
| Sanitation | Facilities to keep the general public healthy, e.g. clean water supply, toilets. |
| Slum | Housing in very poor condition; often overcrowded with very basic facilities. |
| Suffrage | The right to vote in elections. |
| Trench | A defensive ditch that kept soldiers safer than if they were above ground. |

ICT

| WORD | DEFINITION |
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| E-safety | |
| Bookmarks | Web addresses stored in your browser, letting you go directly to specific websites/web pages. Also known as 'favourites'. |
| Cyberbullying | Bullying behaviour which takes places through the use of electronic means, such as through e-mail, mobile phones or posts on a social network. |
| Digital Footprint | A digital footprint is the data that is left behind by users on digital services. |
| Internet | A global computer network providing a variety of information and communication facilities. |
| Malware | Short for 'malicious software'. Programs that damage your computer (viruses), steal your personal information (spyware), display unwanted adverts (adware) or expose your computer to hackers (Trojan horses). |
| Social networking sites | Social networking sites allow members to keep in touch with friends and family, meet people with similar interests, share photos and videos and find out new things. |
| Happy Aquarium | |
| Key frame | Marks the start and endpoint of an animation sequence on the timeline. |
| Layers | A level used for each individual animated character. |
| SWF | The type of file a finished animation is exported to so it can be played as a movie. |
| Symbol | What graphics are converted to so they can be animated as a group. |
| Timeline | A strip of frames in a line. |
| Tween | An action such as "motion" or "shape" that affects a symbol between two key frames. |
| Python Turtles | |
| Commands | Blocks connect to each other to make a command. |
| If Statement | An if statement is a programming conditional statement that, if proved true, performs a function or displays information. |
| Loop | To repeat the same set of instructions. |
| Pseudocode | A simplified programming language, used in program design. |
| Variable | A variable is like asking the computer to remember something. |
| While Loop | A while loop is a control flow statement that allows code to be executed repeatedly based on a given Boolean condition. |
| Spreadsheets | |
| Active cell | The cell you are in. |
| Cell Reference | A cell reference is the name of the cell that is found by combining the Column Letter with the Row Number. For example the cell in Column "C" in Row "3" would be cell C3. |
| Column | Cells down the page (e.g. A, B, C). |
| Conditional formatting | Conditional formatting will alter the appearance of a cell depending on what it contains. |
| Formula | Allows you to quickly make calculations and get totals of multiple cells, rows, or columns in a spreadsheet. |
| Income | The money coming into the business. |
| Macros | A macro is a mini program that is designed to run a repeated task. |
| Model | A pre-designed spreadsheet that can be used to predict a series of 'what-if' questions. |

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| Operators | Operators are symbols used in a formula to define the relationship between two or more cell references, or between two or more values. |
| Sum | The total of a group of cells. |
| VLOOKUP | Looks at a value in one column, and finds its corresponding value on the same row in another column. |
| Scratch | |
| Algorithm | A process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer. |
| Flowchart | A diagram of the sequence of movements or actions of people or things involved in a complex system or activity. |
| IF Statement | An if statement is a programming conditional statement that, if proved true, performs a function or displays information. |
| Operators | The programmes often use operators to work such as AND, OR, Equal and NOT. |
| Variable | A variable is like asking the computer to remember something. |
| HTML | |
| Body | The <body> element contains all the contents of an HTML document, such as text, hyperlinks, images, tables, lists, etc. |
| Format | The form, design, or arrangement of something. |
| HTML | Hyper Text Markup Language. |
| HTTP | This tells your computer that to talk to another machine on the internet it must speak a special language – hyper text transfer protocol. |
| Notepad ++ | Notepad++ is a free source code editor and Notepad replacement that supports several languages. |
| Tags | HTML tags are the hidden keywords within a web page that define how the browser must format and display the content. Most tags must have two parts, an opening and a closing part. |
| Python | |
| Variable | In programming, a variable is a value that can change, depending on conditions or on information passed to the program. |
| Data type | Most programming languages support various types of data, for example: real, integer or Boolean. |
| Operator | In computer programs, one of the most familiar sets of operators, the Boolean operators, is used to work with true/false values. |
| Identifier | Identifiers are symbols used to uniquely identify a program element in the code. |
| Value | A value is the representation of some entity that can be manipulated by a program. |
| Concatenation | The action of linking things together in a series, or the condition of being linked in such a way. |
| Researching a topic | |
| Credible | Able to be believed; convincing. |
| Cyber criminal | Diffusion of cybercrime. The broad diffusion of <i>cybercriminal</i> activities is an issue in computer crimes detection and prosecution. |
| Digital artefact | A digital artefact is any type of item produced and stored as digital/electronic version. Examples of digital artefacts include digital documents, presentations, programmes and codes, video and audio files, images and photographs and the like. |
| Phishing | <i>Phishing</i> is the fraudulent attempt to obtain sensitive information such as usernames, passwords, and credit card details (and money), often for malicious reasons. |
| Pop up | Small internet windows that <i>pop up</i> on your screen can be useful, annoying or dangerous. |
| Source | A place, person, or thing from which something originates or can be obtained. |

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| Python to block code | |
| Code block | A structure of source code which is grouped together. Blocks consist of one or more declarations and statements. |
| Concurrency | This means the computer doesn't need to wait for one script to finish running before executing the next script. |
| Floating point numbers | Are implementations of fractions, e.g. 1.6, 2.3. |
| Pseudo code | Pseudo code is a way of expressing an algorithm without conforming to specific syntactic rules. |
| String | String |
| Syntactic rules | Rules and principles of logic in a program. |

Modern Foreign Languages

| WORD | DEFINITION |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Types of word | |
| Adjective | Used to describe a noun . For example: a <i>blue</i> chair, a <i>heavy</i> book, a <i>bad</i> dream. |
| Adverb | Used to describe how a verb is done. Usually ends in -ly in English. For example: <i>quietly</i> , <i>slowly</i> . |
| Cognate | A foreign word which looks like and means the same thing as an English word. For example, the French word for 'orange' is <i>orange</i> ; the Spanish word for 'chocolate' is <i>chocolate</i> ; the German word for 'cat' is <i>Katze</i> . |
| Connective | Used to connect two parts of a sentence. For example: <i>and</i> , <i>but</i> , <i>although</i> , <i>so</i> , <i>therefore</i> . |
| False friend | A foreign word which looks like an English word but means something different. For example, the French word <i>journée</i> doesn't mean 'journey'; the Spanish word <i>ropa</i> doesn't mean 'rope'; the German word <i>Rock</i> doesn't mean 'rock'. |
| Frequency adverb | Used to say how often something happens. For example: <i>always</i> , <i>never</i> , <i>sometimes</i> , <i>every day</i> . |
| Intensifier | A word like <i>quite</i> , <i>very</i> or <i>extremely</i> which gives emphasis. |
| Noun | An object or person, or anything else you can put the words 'the' or 'a' in front of. For example: <i>a chair</i> , <i>the book</i> , <i>a dream</i> . |
| Possessive adjective | Used to show who something belongs to. For example: <i>my</i> , <i>her</i> , <i>our</i> . |
| Pronoun | Used instead of a noun so you don't repeat yourself. For example, instead of saying, "I liked the bike so I bought the bike", you might say, "I liked the bike so I bought <i>it</i> ". 'It' is a pronoun . |
| Reflexive verb | A verb that you do to yourself. For example: <i>to wash oneself</i> , <i>to tell oneself</i> . |
| Time-marker | Used to say when something happens/happened. For example: <i>yesterday</i> , <i>tomorrow</i> , <i>last week</i> . |
| Verb | An action, or something you do. For example: <i>eat</i> , <i>climb</i> , <i>learn</i> , <i>read</i> . |
| Grammar | |
| Agreement | If a noun is feminine or plural , you often have to change the spelling of other words around it to make them feminine/plural as well. This is called agreement . |
| Comparison | When you describe similarities and differences between things, usually by using phrases like "more than" or "less than". For example: "rugby is <i>more exciting than</i> football" |
| Conjugate | Change the spelling of a verb depending on who is doing it and when. For example, in English, we can say "I <i>say</i> ", "my sister <i>says</i> ", "they <i>said</i> ", "he's <i>saying</i> ", etc. The verb has been conjugated differently in each case. |
| Form (of a verb) | The different ways of writing a verb . For example, <i>say</i> , <i>saying</i> , <i>says</i> , and <i>said</i> are all different forms of the same verb . |
| Gender | Whether something is masculine or feminine. |
| Infinitive | An infinitive is the form of a verb when no-one is doing it. In English, it will have "to" before it. For example: <i>to say</i> , <i>to eat</i> , <i>to run</i> etc. It's what you'll find when you look for a verb in the dictionary. |
| Plural | More than one person or thing. |

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| Singular | Just one person or thing. |
| Subject | In any sentence, the subject is whoever is doing the verb . For example, in “she walked the dog”, the subject is <i>she</i> . In “my parents cooked dinner”, the subject is <i>my parents</i> . |
| Tense | The time that a sentence is about. For example: sentences can be about what <u>will</u> happen tomorrow, what <u>used to</u> happen a long time ago, what <u>is</u> happening now etc. |
| Verb-ending | The final letter(s) of a verb which change depending on who is doing it and when. For example, “-es” in “ <i>He goes to school</i> ”. |
| Tenses | |
| Auxiliary verb | Goes before another verb to indicate a tense. For example: <u>will</u> in “I <i>will</i> eat”; or <u>has</u> in “she <i>has</i> eaten”. |
| Future tense | Used to talk about what’s going to happen or what will happen. |
| Past participle | A form of the verb you use when speaking in the past tense . In English, they often have <i>-ed</i> at the end. For example: “watched”, “talked”, or “played”. |
| Past tense | Used to talk about what has happened. |
| Present tense | Used to talk about what happens or is happening. |
| Preterite tense (Spanish only) | A type of past tense used to talk about actions completed at a certain time. |

Maths

| WORD | DEFINITION |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Decimals | Not a whole number or integer. For example, 3.6 or 0.235. |
| Inequality | > 'greater than', or < 'less than'. |
| Place Value | Place value is the value of each digit in a number. It means understanding that 582 is made up of 500, 80 and 2, rather. |
| Estimation | To find an approximate answer to a more difficult problem. E.g. 31.2×5.94 is roughly equal to $30 \times 6 = 180$. |
| Integer | A whole number. |
| Operation | An action which when applied to one or more values gives an output value. The four most common operations are addition, subtraction, multiplication and division. |
| Inverse operation | Inverse operations are opposite operations that undo each other. Addition and subtraction are inverse operations. Multiplication and division are inverse operations. |
| Approximate | An approximate value is a value that is close to the actual value of a number. |
| Prime numbers | A number which has exactly two factors. The number one and itself. |
| Expression | A collection of terms which can contain variables (letters) and numbers. E.g. $4pq - q + 7$. |
| Equation | Usually seen in Algebra. An equation will always have an equals sign. It is showing that one thing is the same as another. |
| Formulae | An equation used to describe a relationship between two or more variables. |
| Substitute | Replace algebra with a number. |
| Simplify | Collect like terms together. |
| Factorise | To put an expression into brackets by taking out a common factor. For example, $20x + 15y = 5(4x + 3y)$. |
| Perimeter | The distance around a shape. |
| Polygons | A shape made from straight lines. |
| Quadrilateral | A four-sided polygon. |
| Parallelogram | A quadrilateral with two pairs of parallel sides. |
| Probability | A measure of how likely an event is to occur. |
| Variable | A letter which we don't know the value of. |
| Congruency | If you can place a shape exactly on top of another then they are said to be congruent. You may rotate, reflex or translate the shape. |
| Rotation | To turn a shape using an angle, direction and centre of rotation. |
| Translation | To move a shape from one position to another by sliding in the x-axis followed by the y-axis. |
| Mean | A type of average found by adding up a list of numbers and dividing by how many numbers are in the list. |
| Median | The middle value when a list of numbers is put in order from smallest to largest. A type of average. |

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| Mode | The most common value in a list of numbers. If two values are tied then there is two modes. If more than two values are tied then there is no mode. A type of average. |
| Range | Largest value subtract smallest value. |
| Sequence | A continuous ordered set of numbers (or patterns) which follow a particular pattern. |

Music

| WORD | DEFINITION |
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| Accompaniment | Pieces written with an instrumental or vocal part designed to support or complement the melody. |
| Ambition of project | A mark awarded against instrumental music grades for the difficulty of the repertoire and recognised for all performance types. |
| Analysis | Evaluating set works and demonstrating knowledge and understanding of musical elements, context and language to make critical judgments. |
| Annotation | Diagrams, screenshots and written notes showing how the piece was composed, including instruments' use of effects and editing. |
| Appraising music | Listening attentively to familiar and unfamiliar music, identifying and accurately describing in written form, musical elements, context and language. |
| Areas of study | Specified genres, styles and traditions of music. |
| Articulation | The effect on how the note is played, e.g. slur, phrase mark, staccato, accent and legato. |
| Art music since 1910 | Area of study defined as music that comprises modern, contemporary classical music, electronic art music, experimental and minimalist music as well as other forms. |
| Audio recording | Sound recording of the students' performances and compositions. |
| Balance | Equality when panning sections and instruments to achieve clarity of recording. |
| Baroque solo concerto | One of the strands for Area of study 1: Western classical tradition 1650-1910 requiring the study of set works in this genre. Written for a solo instrument with orchestra, often with demanding passages for the soloist. |
| Blend | When a recording of an ensemble has a well-balanced sound, without individual instruments or voices standing out. |
| Chorale | Brief No.1 of externally set briefs requiring the working of cadence points and vocal lines, including alto, tenor and bass. |
| Chord | The simultaneous sounding of two or more notes. |
| Chord symbols | Specific symbols used to represent chords on musical notation, e.g. C7 C+Cø. |
| Clarity of capture | Part of the technical control for production reflecting the choice and placement of microphones to produce a clear, clean capture for all tracks with no noise or distortion. |
| Close-mic | The technique of placing the microphone relatively close to an instrument or sound source to produce a non-reverberant sound and so reducing extraneous noise. |
| Composing log | Student record of how they developed their composition to a brief. |
| Composition to a brief | Composition 1 produced in response to an externally set brief by AQA . |
| Compound time | A metre in which each beat of the bar divides naturally into three equal parts (triplet feel) 6/8 9/8 12/8. |

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| Compression | Part of the expressive control element of production to make the sound more consistent in the dynamic range so that they 'sit' in the mix of other instruments better. |
| Contemporary traditional music | Area of study defined as music influenced by traditional musical features fused with contemporary elements and styles. |
| Contextual understanding | Making critical judgments by analysing and evaluating music. |
| Conventions | Musical terms and concepts, e.g. melody, accompaniment, tonality. |
| Devices | Used to 'colour' musical elements, e.g. ostinato, melisma. |
| Direct injection | Part of the production process demonstrating the use of a recording technique to minimise noise and distortion. |
| Dynamics | The levels of sound, e.g. loud (f) or soft (p), in a piece of music. |
| Effects | Ways of changing the sound/length of notes, e.g. amplification, distortion. |
| Ensemble | A group performance of three or more musicians. |
| EQ | Used to eliminate unwanted sounds; make certain instruments or voices more prominent or enhance particular aspects of an instrument's tone. |
| Excerpt | Short extract from a piece of music. |
| Expressive control | Part of the assessment for performance demonstrating appropriate use of several music elements including tempo, dynamics, phrasing, choice of timbres. |
| Free composition | Composition 2 composed freely from a student's own idea or by referencing an area of study or given brief. |
| Glissando (Gliss) | Sliding from note to note, so that the pitch rises and falls in a completely smooth line. |
| Genre | A form or style of music, e.g. baroque, classical. |
| Guide recording | A recognised recording submitted in place of a score. |
| Harmony | A combination of simultaneous sounds, e.g. chords, accompaniment and counterpoint that can support a melody. |
| Improvisation | The spontaneous and creative performance of musical ideas. |
| Instrumental | Music composed for or performed by instrumentalists. |
| Interpretation | The mood and style of music using musical elements and technique,s e.g. tone, phrasing and dynamics. |
| Intonation | Accuracy of pitch when playing or singing. |
| Jazz | Area of study defined as a style of music characterised by a strong but flexible rhythmic understructure with solo and ensemble improvisations on basic tunes and chord patterns and a highly sophisticated harmonic idiom from 1920 to the present. |
| Key | The scale on which the piece is based, e.g. G major, F minor. |
| Lead sheet | A detailed framework giving structure and musical substance from which a performance can be produced that meets the composer's intentions. |
| Linked questions | A set of questions referencing a musical excerpt and following the timeline of the music. |

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| Listening/appraising | Ability to evaluate music heard demonstrating knowledge and understanding of musical elements, context and language. |
| Melody | A linear succession of musical tones that the listener hears as a single entity. |
| Metre | The emphasis of strong and weak beats in a piece of music. |
| MIDI sequenced | For production this is referencing the number of tracks for assessment with MIDI sequencing referring to application software for recording and editing. |
| Modulation | The move from one key to another, e.g. tonic – dominant, major – relative minor. |
| Musical chronology | The timelines of the development of music, e.g. baroque to classical to romantic. |
| Musical context | The placing of musical styles, composers and their works in relation to the audience, time and place. |
| Musical elements | Terms used in the composition of music, e.g. melody, texture and tonality. |
| Musical language | Defined as staff notation, chords symbols, musical terminology and vocabulary. |
| Musical terminology and vocabulary | Specific musical words used particularly on score,s e.g. Andante, con arco, repeat. |
| Music for media | Area of study defined as music specifically composed for film, television and gaming 1958 to the present. |
| Music for theatre | Area of study defined as music composed to govern, enhance or support a theatrical conception from 1930 to the present. |
| Music production | The use of any technology, e.g. computers, effects, units or software to perform and compose music. |
| Music software | Computer programs for composition and production of music. |
| Notated score | Detailed performance information through musical notation, e.g. dynamics, tempo, and techniques where appropriate. |
| Notation | The method of writing music down, e.g. score and lead sheet. |
| Opera | A musical form in which singers and musicians perform a dramatic work combining text (called a libretto) and musical score usually in a theatrical setting. |
| Panning | The process of balancing a single sound (mono signal) over two or more channels to result in effective separation of the parts. |
| Performance | Performing music using one or both of the following ways; instrumental/vocal, production via technology either as a soloist and/or as part of an ensemble. |
| Pitch | Pitch is the lowness or highness of a tone for example, bass (low) and treble (high). |
| Pitch-bend | Moving away from and then back to the original pitch of a note using a small scale glissandro. Typically a pitch-bend will cover a small interval (anywhere between microtones and minor thirds). |
| Pop music | Area of study defined as popular mainstream music derived from and including a number of musical genres including rock, funk and R&B from 1960 to the present. |
| Rip | A rapid, violent upward glissandro to the beginning of a note, most often associated with the trumpet, a specialty of Louis Armstrong. |
| Rhythm | The arrangement and accent of notes with different values. |

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| Scale | A number of notes (generally eight) arranged in a specific order in a range of tones and semitones, e.g. major (t, t, s/t, t, t, t, s/t). |
| Score | Written music that shows instrumental/vocal parts. <ul style="list-style-type: none"> • A full score includes all instrumental and vocal parts generally on separate staves. • A vocal score can show voice parts with a simplified two-staff accompaniment, usually piano. |
| Set works | Students study a piece or selection of pieces to demonstrate in depth analysis and critical understanding. |
| Simple time | A metre in which each beat of the bar divides naturally into two, e.g. 2/4 4/4. |

PE

| WORD | DEFINITION |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active listening | The listener must fully concentrate, understand, respond and then remember what is being said. |
| Attacking | Making a forceful attempt to score or otherwise gain an advantage. |
| Attacking strategies | The use of tactics to apply a plan of attack. |
| Balance | Being able to keep the body stable, while at rest or in motion. |
| Collaboration | A group of individuals working together across boundaries to achieve a common goal. |
| Communication | The art of successfully sharing meaningful information with people to have a positive impact on performance. |
| Confidence | The quality of being certain of your abilities. |
| Control | To move quickly and accurately to avoid injury or uncomfortable positioning. |
| Cool down | Low intensity exercise to gradually return the body to resting heart rate and temperature. |
| Creativity | The ability to produce original ideas and/or actions with flexibility and fluency. |
| Decision-making | A mental process that leads to an action or an opinion. |
| Defending | The action of preventing an opponent from scoring. |
| Defensive strategies | The use of tactics to prevent the opposition from scoring. |
| Evaluation/ analysis | Observing a performance and identifying the strengths and weaknesses. |
| Extra-curricular | Additional activities and sports provided for all students to take part in outside of the normal curriculum. |
| Feedback | Information received before, during or after a performance about the performance. |
| Healthy active lifestyle | A lifestyle that contributes positively to physical, mental and social well-being and includes regular exercise. |
| Heart rate | The number of times the heart beats per minute. |
| Leadership | A leader in sport takes on a role of responsibility within a team and influences other group members in the pursuit of common objectives. |
| Physical activity | Any bodily movement produced by muscles that requires energy expenditure. |
| Physical development | Developing control over the body, particularly muscles and physical coordination. |
| Physical literacy | The motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life. |
| Resilience | The capacity to recover quickly from difficulties and/or setbacks. |
| Safety | To understand the health and safety implications of all activities and necessary equipment. |
| Self-regulation | To take ownership of tasks and display proactive behaviour to maximise learning time. |

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| Teamwork | The ability to work together towards a common goal through cooperation and constructive feedback, despite any personal conflict between individuals. |
| Technique | Skill and ability that you develop through training and practice. |
| Umpire/officiate/ referee | An official who watches a game or match closely to enforce the rules and make decisions on matters arising from the play. |
| Warm up | Gentle exercise to gradually raise the heart rate and body temperature to prepare for exercise. |
| Well-being | The state of being comfortable, healthy or happy. |

RE

| WORD | DEFINITION |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| AD | Anno Domini, after Christ. |
| Allah | The name for God, the Supreme Being, in the Arabic language; the common name for God in Islam. |
| Atheism | The absence of belief. |
| BC | Before Christ. |
| BCE | Before common era. |
| Belief | Acceptance that something exists. |
| CE | Common era. |
| Community | Group of people living in the same place or having a particular characteristic in common. |
| Discrimination | When someone is treated unfairly or differently. |
| Gandhi | Political and spiritual Hindu leader. |
| Gurdwara | A Sikh place of worship. |
| Guru | A Hindu spiritual teacher. |
| Guru Granth Sahib | The Sikh holy book. |
| Humanism | A positive approach to life. |
| Islam | The religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah. |
| Multicultural | Including people who have many different customs and beliefs. |
| New Testament | The second part of the Christian Bible. |
| Old Testament | The first part of the Christian Bible. |
| Orthodox | Conforming to the traditional rules of Judaism. |
| Practice | Using an idea practically. |
| Prejudice | Preconceived opinion that is not based on reason or actual experience. |
| Prophet | Person regarded as an inspired teacher or proclaimer of the will of God. |
| Qu'ran | The Islamic sacred book. |
| Rabbi | Jewish religious leader. |
| Reformed | Changing the rules of the Jewish faith to adapt to modern life. |
| Sacrament | Religious ceremony or ritual. |
| Synagogue | A building in which Jews meet for religious worship or instruction. |
| The Bible | The holy book for Christians. |
| Tolerance | Willingness to accept behaviour and beliefs that are different from your own. |
| Worship | Expressing your commitment to your faith. |

Science

Biology

| WORD | DEFINITION |
|-------------------|--------------------------------------------------------------------------------------------------------|
| Absorption | Taking in (soaking up). |
| Adaptation | Having a particular structure to help it do a function. |
| Aerobic | Using oxygen. |
| Anaerobic | Without oxygen. |
| Biomass | Mass of material (except water) making up organisms . |
| Cell | The basic unit of all living things. |
| Chromosome | Structure carrying inherited information. |
| Classification | Arranging living things into groups. |
| Consumer | Organism that gets energy by digesting other organisms. |
| Diffusion | Random movement of particles from where there are more to where there are fewer . |
| Digestion | Breaking down large food particles into smaller molecules. |
| DNA | A molecule carrying genetic information. |
| Enzyme | A protein which speeds up chemical reactions in living things. |
| Extinction | When all members of a species are dead. |
| Fertilisation | When a male gamete joins with a female gamete. |
| Function | The activity or purpose of something (its job). |
| Gamete | A sex cell (sperm, pollen or egg cell). |
| Gene | A length of dna coding for a protein. |
| Inheritance | When genetic information is passed from parent to offspring. |
| Invertebrate | Animal without a backbone. |
| Natural selection | Organisms best suited to their environment will survive, reproduce and pass on their favourable genes. |
| Organism | A living thing. |
| Photosynthesis | Making food using light energy. |
| Pollination | Moving pollen between plants. |
| Producer | Organism that can make its own food. |
| Respiration | Chemical reactions in cells that release energy. |
| Species | A group of similar organisms that can reproduce to produce fertile offspring. |
| Structure | How something is built (it's size, shape and parts). |
| Variation | The differences between organisms. |
| Vertebrate | Animal with a backbone. |

Chemistry

| WORD | DEFINITION |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Particles | |
| Chromatography | A method of separating two soluble substances from one another, e.g. ink. |
| Condense | Changing state of a substance from gas to liquid by cooling the substance down. |
| Diffusion | The movement of molecules from an area of higher concentration to an area of lower concentration. |
| Dissolve | Dissolving occurs when liquids, gases or solids are mixed with another substance to form a solution. |
| Distillation | A method of separating two soluble substances which have different boiling points, e.g. alcohol. |
| Evaporate | Changing state of a substance from liquid to gas by applying heat. |
| Filtering | A method of separating an insoluble substance from its mixture, e.g. sand and water. |
| Filtrate | The solid remaining in the filter paper after filtering. |
| Freezing | The process through which a substance changes from a liquid to a solid. |
| Matter | Anything that has mass and takes up space. |
| Melting | Melting is the process by which a substance changes from the solid to liquid. |
| Mixture | Two or more substances that are not chemically joined together. The substances can be elements, compounds, or both. |
| Molecule | A collection of two or more atoms held together by chemical bonds. |
| Particle | A small portion of matter. |
| Physical Change | A reaction that takes place where no new substances are formed, e.g. Ice melting to form water. |
| Solute | The dissolved substance in a solution. |
| Solution | A mixture of solute and solvent. |
| Solvent | The liquid in which the solute dissolves to form a solution. |
| Atoms, Elements and Compounds | |
| Atom | The smallest part of an element that can exist. |
| Chemical reaction | In a chemical reaction the atoms rearrange themselves and then join back together in a different way. New substances are created. |
| Compound | A substance formed by the chemical union of two or more elements. |
| Element | A substance made of one type of atom only. |
| Group | A vertical column in the periodic table containing elements with similar chemical properties. |
| Mass | The mass of an object is a property which never changes. |
| Period | A horizontal row in the periodic table. |
| Periodic Table | A table representing all known elements in order based on atomic number, eg all the noble gases are found on the right of the periodic table. |

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| Products | A substance that is formed as the result of a chemical reaction. |
| Reactants | Substances which take part in and undergo chemical change in a reaction to form products. |
| Word equation | Equation in which the reactants and products in a chemical reaction are represented in words. |
| Chemical reactions | |
| Acid | Corrosive substance which has a pH lower than 7. |
| Base | A substance that reacts with an acid to neutralise it and produce a salt. |
| Chemical change | A chemical reaction that creates new substances. |
| Combustion | Combustion is the scientific word for burning. Substances react with oxygen from the air and transfers energy to the surroundings as light and heat. |
| Endothermic | A chemical reaction that takes in heat from the surroundings. The reaction will cause a decrease in temperature. |
| Exothermic | A chemical reaction that transfers (gives out) heat to the surroundings. The reaction will cause an increase in temperature. |
| Metal | Shiny element that is a good conductor of electricity and heat, and which forms basic oxides. |
| Non-metal | A chemical element (such as boron, carbon, or nitrogen) that lacks the characteristics of a metal. |
| Oxidation | Adding oxygen to a substance to form an oxide e.g. magnesium + oxygen → magnesium oxide. |
| Oxide | A substance formed from the addition of oxygen e.g. magnesium oxide. |
| Physical change | Physical changes such as state change and dissolving are reversible, and there is no change in total mass. |
| Acids and Alkali | |
| Acid | Corrosive substance which has a pH lower than 7. |
| Alkali | A base which is soluble in water which has a pH greater than 7. |
| Concentrated | A solution that contains a large amount of solute relative to the amount that could dissolve. It has a high concentration. |
| Corrosive | Able to damage metal, stonework, clothes and skin. Strong acids and alkalis are corrosive. |
| Dilute | A solution that contains a small amount of solute in relation to its solvent. It has a low concentration. |
| Hydrochloric acid | An acid which forms chloride salts. |
| Indicator | A substance that has different colours, depending upon the pH of the solution it is in. |
| Neutral | When a substance is neither acidic nor alkaline, and has a pH of 7. |
| Neutralisation | The reaction between an acid and a base to form a salt plus water. |
| Nitric acid | An acid which forms nitrate salts. |
| pH scale | Scale of acidity or alkalinity. A pH value below 7 is acidic; a pH value above 7 is alkaline. |
| Salt (sodium chloride) | A salt is formed by the process of evaporation. It is a neutral substance. |
| Sodium hydroxide | An strong alkali with a pH greater than 7, also known as caustic soda. |

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| Sulphuric acid | An acid which forms sulphate salts. |
| Universal indicator | Paper stained with universal indicator, a chemical solution that produces many different colour changes corresponding to different pH levels. |

Physics

| WORD | DEFINITION |
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| Acceleration | A measure of how quickly velocity is changing. |
| Air resistance | The frictional force caused by air on a moving object. |
| Battery | A set of more than one connected electrochemical cells. |
| Condensing | Change in state from a gas to a liquid. |
| Current | Flow of electrons/electric charge. Measured in amps (A). |
| Density | Density is defined by the equation mass/volume. It is usually measured in kg/m ³ (can be in g/cm ³). |
| Drag | The frictional force caused by any fluid (a liquid or gas) on a moving object. |
| Electromagnetic waves | Waves that are made up of an electric wave and a magnetic wave at right angles to each other. There are 7 electromagnetic waves in the electromagnetic spectrum. They are all transverse and all travel at the same speed in a vacuum (300 000 000 m/s = speed of light). |
| Evaporating | Change in state from a liquid to a gas. |
| Force | A push or a pull on an object caused by interacting with something. |
| Freezing | Change in state from a liquid to a solid. |
| Frequency | The total number of waves per second. Measured in hertz (Hz). |
| Friction | A force that opposes an object's motion. It acts in the opposite direction to motion. |
| Galaxy | Contains many millions of stars, held together by the force of gravity. Our sun is in a galaxy called the Milky Way. |
| Geothermal energy | The heat from the Earth. It's clean and sustainable. |
| Gravitational field strength (g) | How many Newton of force are exerted on each kg of mass. Measured in N/kg. In a question, the value for g will be given. |
| Gravitational potential energy | The energy stored in an object due to its position in a gravitational field. The higher the object is above the surface of the planet/moon, the more gravitational potential energy it will have. Also dependent on mass. |
| Joules, J | The unit of energy. |
| Kinetic energy | The energy that moving objects have. It depends on the mass of the object and its velocity. |
| Lens | Form an image by refracting light. |
| Magnetic field | The area around a magnet where its force can be felt. |
| Mass | The amount of matter in an object. Measured in kilograms (kg). |
| Melting | Change in state from a solid to a liquid. |
| Milky Way | The galaxy that contains the solar system. |
| Non- renewable energy resource | An energy resource that will eventually run out e.g. fossil fuels (coal, oil and gas) and nuclear fuel. |
| Reaction time | the time taken for a person to react after an event (e.g. seeing a hazard). |
| Reflection | A wave bouncing back as it hits the boundary between two materials. |

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| Refraction | When a wave changes direction as it hits a boundary at an angle and moves to a medium that is more or less optically dense. The change in direction is caused by a change in speed. |
| Renewable energy resource | An energy resource that will not run out (is being or can be replenished as it is used) e.g. bio-fuel, wind, hydro-electricity, geothermal, tidal power, waves and solar power. |
| Resultant force | A single force that can replace all forces acting on an object to give the same effect as the original forces acting altogether. |
| Speed | How quickly an object is travelling. |
| Spring constant | Measured in N/m. A measure of how easy it will be to stretch or compress the material. The higher the spring constant, the stiffer the spring. |
| Terminal velocity | The maximum velocity a falling object can reach without any added forces. It's the velocity at which the resistive forces (drag) acting on the object match the force due to gravity (weight). |
| Ultrasound | Sound waves above 20 000 Hz in frequency (above the human range of hearing). |
| Upthrust | The resultant force acting upwards on an object submerged in a liquid, due to the pressure of the liquid being greater at the bottom of the object than at the top. |
| Velocity | The speed of an object in a given direction. |
| Watts, W | The unit of power. |
| Weight | The force acting on an object due to gravity. |
| Weight | The force acting on an object due to gravity. Measured in Newtons (N). |
| Work done | The energy transferred when a force moves an object. |

Textiles

| WORD | DEFINITION |
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| 3-Dimensional | Something that is not flat. |
| Abstract | Art that does not attempt to represent an accurate depiction of visual reality but instead uses shapes, colours, forms and gestural marks to achieve its effects. |
| Bleeding | Describes the action of one colour running into another when applied to a wet surface. |
| Brushwork | Refers to the way paint is applied in a painting |
| Collage | Describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface. |
| Colour | Organized on a colour wheel with 3 primary colours, 3 secondary colours and 6 intermediate colours. |
| Colour wash | A term used to describe the transparent layers of colour in a watercolour. |
| Complementary colours | Colours that are opposite to each other on the colour wheel: yellow & purple, red & green, blue & orange. |
| Composition | The arrangement of elements in an artwork. |
| Contemporary | The term contemporary art is loosely used to refer to art of the present day and of the relatively recent past. |
| Context | The setting for an event, statement, or idea. |
| Contrast | The difference in colour found between light and dark parts of an image. |
| Decorative | Art that is meant to be useful as well as beautiful, it is inclusive of different crafts such as ceramics, furniture, interior design, jewellery, and textiles. |
| Design | A design is an idea that you create using research or inspiration from other artists/ designers, e.g. you could design your own handbag or dress. |
| Drawing | A technique in which images are created on a surface using lines and other marks. Drawings may also consist of areas of tone, washes and other non-linear marks. |
| Element | Any distinct layout such as the logo, headline, images, or borders. |
| Etching | A technique of printing in which the image is created |
| Exaggerated | Enlarged or altered beyond normal proportions. |
| Expressive | Expression in art might be seen in bold colour, or gestural mark making. |
| Font | A complete combination of characters created in a specific type, style, and size |
| Form | Form and shapes define an object in space. Forms exist in three dimensions, width, height, and depth. |
| Gradient | A gradient is a series of values going from lightest to darkest. |
| Ground | Refers to the background on which an image is painted. |
| Impressionism | A style of painting associated mainly with French artists of the late nineteenth century, such as Edgar Degas, Edouard Manet, Claude Monet, and Pierre-Auguste Renoir. Impressionist painting seeks to re-create the artist's or viewer's general impression of a scene. |
| Line | It is one-dimensional and can vary in thickness, direction, and length. |
| Line drawing | Refers to a piece of artwork which there are only line and no tone or shading. |
| Measuring | A process of using a measuring tape or mathematics to determine how big something is or needs to be. |
| Media/ Medium | The material and tools used by the artist to make a piece of art. |

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| Minimalism | A style that uses uncomplicated/ simple design elements. |
| Negative space | The space around an object rather than the object itself. |
| Pattern | A repeated decorative design. |
| Personal response | Belonging to or affecting your rather than anyone else, e.g. how you feel about your own artwork. |
| Perspective | Refers to the use of a mathematical system to represent three dimensional space on the two dimensional surface of a drawing or painting. |
| Primary colours | Any hue that, in theory, cannot be created by a mixture of any other hues. Varying combinations of the primary hues can be used to create all the other hues of the spectrum. In pigment the primaries are red, yellow, and blue. |
| Shape | Shape defines an object in space. Shapes have two dimensions, height and width, and are usually defined by lines. |
| Technique | The skills in which the artist uses tools and materials to achieve an expressive effect. |
| Texture | How the surface of an object looks or feels: hard, soft, rough, smooth, hairy, leathery, sharp etc. |
| Themes | A message or abstract idea that is inspired by research and other textiles or designers. |
| Tonal drawing | Refers to the technique of drawing in which there are no lines only shading. |
| Tone | The lightness or darkness of something – this could be a shade, or how dark or light a colour appears. |
| Value | Value describes the brightness or darkness of colour. |
| Vanishing point | The point at which the receding lines in perspective appear to meet. |