



# Secondary Spotlight

7<sup>th</sup> June 2019  
Term 3, Edition 7

## Secondary Notices

10<sup>th</sup> – 20<sup>th</sup> June  
10<sup>th</sup> – 19<sup>th</sup> June

iGCSE Exams  
Global Campus Switzerland Trip

Saturday 15<sup>th</sup> June

DCA Sports Day, 3:00-7:00pm, open to all ages!

### TTT Deadlines: w/c 10<sup>th</sup> June

Year 7 – French/ Mandarin, Year 8 – Visual Arts/ DT and Geography, Year 9 – History

## Student Wellbeing

We all experience stress in our life and sometimes it can be healthy (e.g. it makes us get things done on time or remember to do things). However, when we get too stressed, things get harder to handle and stress becomes distress. If it gets to a point when we believe we cannot cope, then we are in a state of crisis and this is the time to make changes so things can be better. A crisis could be an event (e.g. loss, health concern, change in house or country, family separation), a feeling that we cannot cope anymore or an emotional response (e.g. anxiety, fear, anger). Children react to a crisis in many ways (e.g. sleep issues, behaviour change, relationship issues, lack of focus, change in academic performance) and there may also be physical responses (e.g. headaches, lack of motivation, agitation, changes in appetite). For parents, try to acknowledge how you are feeling, work out what you can control, don't be too hard on yourself and get support from friends and/or relatives. For children, they need acceptance, understanding and support. Try not to overreact, share with them how you are feeling, give them information so they understand the situation and don't be afraid to say, "I don't know". Provide hope and optimism and encourage the view that you as a family will work through this together.

## Our subjects in the Spotlight this week are... Music and Drama

**Year 7:** Drama students have been working hard to develop a devised performance based on a stimulus of a photograph. I have been impressed with the creativity and group work skills on display! In music, Year 7 have been exploring different musical ways in which famous themes can be varied and developed, using the elements of music and exploring changes in tonality and rhythm.

**Year 8:** Rounding up an impressive year in drama, students have been developing their devising skills and creating work in the style of gothic horror. Using contrast and music to help create atmosphere, students have devised their own scary plots and characters. In music, Year 8 have made excellent presentations of reggae musician, Bob Marley, looking at his influences on a worldwide audience through his lyrics of reggae songs and the use of different textural layers which make up reggae music.

**Year 9:** In drama, students have been working as a theatre company to develop an idea for a performance to present to their peers. Using their knowledge of Epic Theatre, Year 9s have created an idea for a performance with a message and then worked together as directors, designers and performers to pitch their play. Music students have been learning about different musical devices used in popular songs, including how different structural elements such as hooks, and riffs are sequenced horizontally to form the structure of popular songs.

**Year 10:** For drama, an impressive start has been made to Component 1: Devising Theatre. Students were fortunate to participate in a fantastic workshop by Gecko Theatre Company (a leading UK physical theatre company) which has kick started their creativity. Following the study of Queen in music, students are learning about a very different kind of vocal music - Purcell's 'Music for a While'. In doing so, the importance of word setting and figurative language with music accompaniment is closely being examined.

**Update from IB Coordinator:** Year 12 have been busy with follow-up work from the science trip to Tioman. They are also underway with planning their ideas for personal statements and college application essays.