

IMPORTANT NOTICES

STANDARDS AND PUNCTUALITY

Thanks to parents for supporting the new detention policy and encouraging your children to come to school on time. We have seen an improvement this week in attendance and punctuality.

Please remember to check class charts daily, your child's positive contributions to school are recorded there and any sanctions. **Students with lunch detentions will need to bring a packed lunch.**



Students are being reminded of the need to come to school in full uniform and after half term, as the weather gets better, we will be issuing sanctions if uniform is not correct.

PARENTPAY

Please can we remind parents/carers that funds added to students' ParentPay accounts will take a few hours to show up on our system, so it would be advisable to add funds the evening before. This can be done online using ParentPay or in cash at local stores wherever you see the Pay Point logo.

COME AND WORK WITH US!

Are you looking for your next challenge? Do you relish the chance to work closely with great colleagues to make rapid sustained school improvement? If so, we have the perfect opportunity for you.

[Deputy DSL - Administrator | Beckfoot Trust](#)

[Administrator | Beckfoot Trust](#)

DO WE HAVE THE RIGHT CONTACT INFORMATION FOR YOUR CHILD?

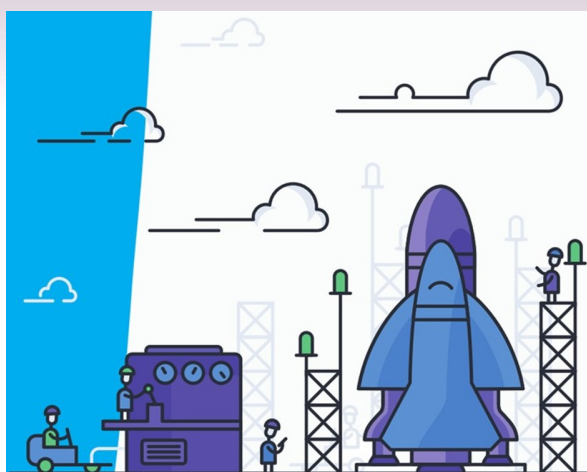
If you have changed address, mobile number or email address, or if it's been a while since you shared your contact information with us, please follow this link to let us know

<https://forms.office.com/r/sb86G3JnGw>



COMING UP SOON....

Y7 and Y8 STEM Event - Spaceport Start-Up



Next week our year 7 & 8 students will spend a morning working with the Engineering Development Trust on a workshop run in partnership with the UK Space Agency exploring the future of UK Space travel and possible careers in the aerospace industry.

This is a workshop looks at the future of UK space exploration and is divided into two sections - first students will investigate the red planet, Mars and discover why space agencies around the world are so eager to explore this new landscape further.

Fairtrade Fortnight—Monday 21st February until Sunday 6th March

Next week in form time, students will investigate this year's campaign. Students will be finding out about the impact of climate change on farmers and workers to seek climate justice. Students will explore the inequalities at the heart of the climate crisis and learn how they, as individuals, us as a school and the local community can take collective action for a fairer future. Students will also be invited to take part in the online festival 'choose the world you want'.



Year 7 & 8 IT and Computing Assessments	Years 7, 8 & 9 Music Assessments
<p>All students need to use their knowledge organiser and class work to prepare for assessment next week.</p> <p>Year 7 - Assessment on Graphics Year 8 - Assessment on Understanding Computers - Hardware and Software</p> <p>Mr Iqbal</p>	<p>Year 7 - Demonstrating their knowledge of the orchestra and their piano skills in Pachelbel's Canon.</p> <p>Year 8 - Demonstrating their understanding of various textures, structures and ensemble skills.</p> <p>Year 9 - Demonstrating their ability with music technology and sequencing skills.</p> <p>Miss Dickson</p>

SCHOOL NEWS

PROUD TO BE FROM BRADFORD

We are delighted to share the wonderful news that one of our ex-pupils has been invited to participate in the **"Proud to be from Bradford"** exhibition at Bradford Industrial Museum.

The exhibition will include a spotlight display on two local young people—their career focus and aspirations for the future. Part of the display includes the **Jowett story (Car Manufactures from 1906 - 1954)**

https://en.wikipedia.org/wiki/Jowett_Cars and then links to the present with our ex-pupil, Subhani pursuing a career as a 3D model designer for Aston Martin.



Please read the piece that Subhani has written for the exhibition below:

" I started my journey at Aston Martin in 2017 at the age of 16 years old. I always loved art and design. The idea of being open minded and creative really appealed to me, and art gave me the opportunity to explore my inner self and capabilities. At school I could spend hours and hours in the art room; two hours was just never enough for me, and I would often work through breaktimes and after school. It was just a part of my everyday school life.

As my time at school came to an end, I knew that I wanted to get into a creative design industry to pursue my passion for art and design. I was always especially passionate about 3D design (I think that's why I was always drawn to the clay area in the art room at school) and so that was my focus when thinking about my future career.

I was very proactive in searching for careers in design. After spending hours every night researching my future career options, I came across Aston Martin. At the time they were recruiting two apprentices for clay modelling at their headquarters in Gaydon, Warwickshire. I instantly knew I had to apply, and sent them an email. I had no idea there was a career in hand-modelled car designs in clay!

With the support of my family and staff at Beckfoot Upper Heaton I was invited to attend two very intensive interviews in Gaydon. Coming from Bradford and being only 16 years old, most young people would not have been so self-assured – but I believed in myself and, with all the hard work I had put in from the very beginning, I wanted to showcase my skills and abilities confidently. After the final stage I was informed that out of 500 applicants I had been successful. It was an amazing achievement, as I never thought I would get that far and get the job!

So, at 16, I moved from my hometown of Bradford to Gaydon to work and study at Warwickshire College as an apprentice. The apprenticeship lasted four years. I successfully completed it in 2021 and am now a full-time clay model designer for Aston Martin.

My job involves months of preparation, sketches, planning, and decision-making before a final product is made. First an initial sketch is drawn, and a designer will work with the modellers to bring the sketch to life. We develop the sketch into a full-size model, firstly by creating the chassis that the car will be based on, and then building the entire model in clay. A full-size model could take months or even years to reach its final stage. What appeals to me is how everyone works as a whole team to create a fantastic design. Everyone is full of enthusiasm and highly ambitious – we're all striving for greatness.

My advice to the young people of Bradford is to find your passion and commit to it 100%. Surround yourself with supportive people who want to see you succeed as much as you do. Stay focused on yourself and what you want to achieve in life. Everyone is full of potential; you just have to get out of your comfort zone and show the rest of the world you can do it! With dedication and hard work your future is what you make it."

https://en.wikipedia.org/wiki/Jowett_Cars

WHAT'S BEEN HAPPENING IN SCHOOL?

TENDER HEALTHY RELATIONSHIPS PROJECT

Year 9 students participated in Tender Healthy Relationships Project on Thursday.

Tender Education & Arts has been delivering Healthy Relationships education across London since 2003, and nationally since 2012 and uses drama and the creative arts to explore issue-based work in a sensitive and age-appropriate way.

Their aim is to support students in developing positive, healthy attitudes towards relationships. We achieve this through open, creative workshops that explore the healthy and unhealthy aspects of relationships, empowering students to consider their attitudes and behaviour in a mature and safety-conscious way.

Tender promotes positive skills and attitudes through participatory workshops, and our work has undergone professional external evaluation showing its powerful impact on the behaviour of participants: 91% of teachers reported a positive change in their students. Their work empowers young people to become advocates of respectful, thoughtful behaviour within their schools, peer groups and communities.

YEAR 9 STUDENTS ENJOYED THE PROJECT AND BECAME TENDER AMBASADORS. WE ARE ALL VERY PROUD OF THEM. THEY PERFORMED IN FRONT OF THE WHOLE Y9 GROUP AND TEACHERS! IT WAS AN AMAZING EXPERIENCE AND WE LOOK FORWARD TO MORE!



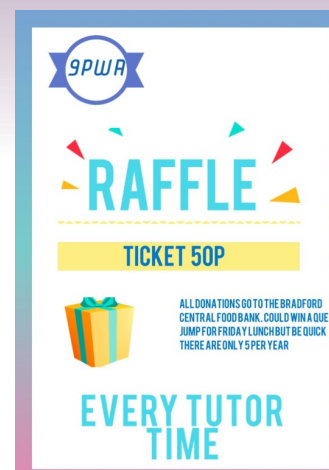
**GIRLS NETBALL—KEEPING
HEALTHY AND HAVING FUN!**



WHAT'S BEEN HAPPENING IN SCHOOL?

FIRST GIVE

Mr Watson's tutor group have organised a donation drive and a 'queue jump' raffle for their First Give charity work.



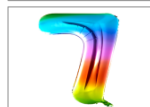
All slides had contributions from...



Ariba Nawaz
Tahat Fatima
Laibah Khan
Zainab Mohammad



Rania Naeem
Anayah Khan
Rayan Hassan
Zara Ali



Inaya Kashif
Fizza Yasir



Also, the girls above have produced 'Do Now Tasks' for all classes to support Inter-



Research a female scientist and produce an information poster showcasing their work. The format is up to you, you can use Word, PowerPoint or your poster can be handwritten


You should look to include...

- ✓ Basic facts about their life
- ✓ Their inspirations
- ✓ Something amazing they have done within science

Once you have finished send your work (or a picture of your work) via email to buhpwa@beckfootupperheaton.org

Your work could be showcased in school and on the website, so give it your best effort.

Cynthia Breazeal



Breazeal in 2017

Born November 15, 1967 (age 53)
Albuquerque, New Mexico, US



Nationality American

Alma mater University of California, Santa Barbara (B.S., EECS, 1989)
MIT (S.M., 1993; Sc.D., 2000)

Occupation Computer scientist, professor

Known for Robotics, Jibo, and K-12 AI Literacy


Cynthia Breazeal, who created Kismet, is giving the robot the same senses as a baby. So far it has only a basic vision system, but Breazeal is developing ways to make Kismet hear and babble like a baby. Its eyes are made of charge-coupled device colour cameras that focus best at a distance of 0.6 metres—a visual acuity similar to that of a baby.


The first home interactive robot. Designed by Cynthia Breazeal

JIBO: The World's First Social Robot for the Home - Bing video

CYNTHIA BREAZEAL



THE BEST THING SINCE SLICED BREAD?



Breazeal became captivated by robots at age 8 when she saw Star Wars for the first time. "I just fell in love with the Droids," she says, especially R2-D2. "But I was old enough to realize those kinds of robots didn't exist." Growing up, she considered becoming a doctor and an astronaut. She never gave up her interest in robots. When she studied astronomy, she was particularly intrigued by lunar rovers, which are really just a specialized form of robot.

<https://www.un.org/en/observances/women-and-girls-in-science-day/assembly>

We will be running a competition to celebrate this event.

LITERACY AT BUH

At Beckfoot Upper Heaton we recognise the importance and impact that Literacy can have on our students, and ultimately, we understand that Literacy has the power to change our students' lives; allowing them to be successful in which ever path they chose to take once they leave BUH for the last time. Literacy exists at the beating heart of everything we do at Beckfoot Upper Heaton and we consistently endeavour as a staff body to ensure that Literacy implementation is consistent and effective in all lessons, across all subjects, and across all year groups. Literacy opens to doorway to accessing the vast array of curriculums that we offer and we ensure that our Literacy provision fulfils the notion of 'No Child Left Behind'.

We will be showing off our students' work in the BUH Bulletin regularly from now on. We hope you enjoy seeing some of their work here.

Describe the work that you see. Imagine you are trying to explain what it looks like over the phone to a friend who can't see it. Include as much detail as possible.

In this self portrait, Vincent Van Gogh is wearing a dark blue cap with black fur with a green overcoat. He is wearing a bandage which comes down to his neck. He has only one green button at the top of his overcoat. Only 1/2 of his body is shown and is looking partially to the right. Vincent Van Gogh looks like if he is deep in thought and behind him is a white canvas and a brightly colored painting. I assume it is raining by the light blue and dark blue thick brush strokes. He has used a soft texture to make this type of work. I also think he is going outside because he has his overcoat and his fluffy cap. In this type of painting, it looks like if he has used oil paints to make this. Vincent Van Gough has used all the cool colors to make this type of work.



Mood

WHAT IS THE MOOD OF THE PAINTING? WHAT EMOTIONS DOES IT MAKE YOU FEEL

Vincent Van Gough uses symbolic colors to express his emotions at that certain point of time. When Vincent Van Gough puts a yellow type of tinge for the wall and has the weather as raining it makes me feel gloomy. These type of pictures express his struggles and his despair which he faced. There are very strong emotions just by this one picture, such as the bandages and his mood reflecting on the weather (pathetic fallacy). The mood makes me feel miserable as what struggles he had through his life. This one picture made me think of appreciating everything which I have.

What emotions can you feel

I feel very calm and happy when I see his paintings because when I admire them peaceful music begins to play in my head I also ask myself whether I can create amazing paintings like him someday. The textures and brush strokes in this self portrait really capture the image of a real person. The green tones blend well together and make a different shade of green. The oil paints make the painting look more real and colourful. The intense face on the man in the picture makes me think more about the emotions put in it.

What is your opinion

I love his art work. The amount of passion and emotion put into it inspires me to draw more and practice. The amount of effort put into his work makes me very happy and I admire the fact that you can see each mark he has made with his brush.

Vincent Van Gogh

Silver

Write a short paragraph in your words about the designer.

Vincent Van Gogh is a really famous artist. He was born in the Netherlands. Although he is a well-known artist now he was not whilst he was alive. Vincent's art was very unique and he used art to express his emotions. Although he had created amazing pieces of art he was in the best state with his mental health. Because of his mental health struggle this lead him to committing suicide at 37. Once he had died his art became more popular. His art was amazing with its beautiful brush strokes and clothes.

Questions to answer:

-Where is the painter from?

The painter is from the Netherlands.

-When were they born/died?

They were born in 1853 and died in 1890.

-What are they famous for?

They are famous for their artwork. Especially Van Gogh's Sunflower.

-What kind of work do they make?

Van Gogh made unique pieces of art with many brushstrokes.

-Why do they make it?

They make it to express their emotions and it was a way to help his illness.

Describe Describe the work that you see

I can see Vincent Van Gogh with a bandage around his head. I can see a yellow wall. I can see a dark blue door with light blue panels on my right. On my right, I can also see painting with secondary and primary colours. On my left, I can see a coat peg which is brown. Van Gogh is wearing a black hat and a green coat. He is also near the Amr.

LITERACY

LITERACY AT BUH

Art homework

Tiwa

- 1 Questions
- 1 When were they born / died? - he was born in 1893 and he died in 1890
- 2 Where is the painter from? - he was born in the Netherlands
- 3 What are they famous for? - he was famous for his unique style in painting.
- 4 What kind of work do they make? - he makes work with broken up ~~the~~ brushstrokes.
- 5 Why do they make it? - They were inspired by other artist art work and its a way of expressing their ~~emotions~~ emotions.

Paragraph about the designer

Vincent van Gogh was an amazing talented artist who created various art works. His art works expressed how he felt. He was well known for his unique way of painting. His broken brush strokes could show each precise stroke he made with his brush. When I look at his pictures I can see all the time and patience put into them. Unfortunately he suffered with mental issues and that led to his death at an early age of 37.

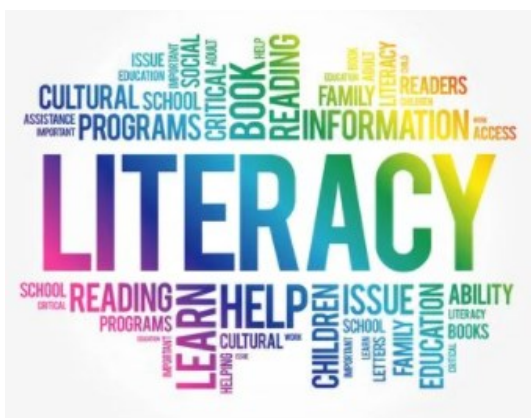
Describe

The painting I see is very yellow and I can see all the thin strokes made by a brush. I can see all the different shades of yellow and I can see that it is a picture of a sunflower. Each sunflower is drawn with absolute precision and emotion. I can sense the energy from the vibrant colours. The picture represents a beautiful sunflower and I can almost imagine what Van Gogh was painting.



Van Gogh was originally from Zundert Netherlands. He was born on the 30th March 1853 and died on the 29th July 1890 from suicide. He was 27 when he started painting and 37 when he killed himself. He gained fame after he passed away from his paintings. E.g. Starry Night and Sunflowers. He made his art from paint. He started painting only because he was not fortunate enough to become a preacher.

In this picture painting Vincent van Gogh painted a portrait of himself. He is wearing a bandage over his ear and a green waistcoat. He also has a blue hat and pale skin. The background is his room.



LITERACY AT BUH

GCSE ART CONNECTIVES

Theme & Artist research Experimentation & Refinement Drawing & Recording Journey & Outcomes

EMPHASISING IDEAS

Emphasising an idea that you've sketched.

Example:

"Clearly this is the best idea out of the four designs therefore I will look to develop this idea further by..."

obviously significantly
surely especially
clearly undoubtedly
above all therefore
least of all it would
in particular moreover
indeed as well as
notably too

COMPARE AND CONTRAST IDEAS

Being able to compare and contrast design ideas in a sentence or paragraph

Example:

"My first idea featured lots of colour and looks really effective. However, my second idea links more to my artist's style."

By comparison, my third design incorporates ideas from my artist but in my own style."

although likewise however
yet whereas by comparison
in spite of despite this similarly
while in contrast otherwise
nevertheless as long as but
instead in the same way unless
even so on the other hand except
alternatively apart from equally
unlike just like compared to

TIME CONNECTIVES

Linking time in a paragraph

Example:

"At first I used a pen to draw out my design. Next I added a wash over the top."

at first/firstly at length
until after
from that point meanwhile
lastly finally
eventually later
next soon
ultimately earlier
secondly before

INTRODUCING EVIDENCE

Introducing evidence in a paragraph

Example:

"This series of work shows refinement, for instance I have used a range of mediums to determine the most suitable"

It's my opinion this artist uses a controversial style that not everyone will like. This can be supported in this quote from his website:

for example illustrated by
such as because
for instance meanwhile
as shown by in the case of
this can be backed up by
the evidence to support this is

LINKING IDEAS

Example:

"I started by looking at two artists, then I combined both their styles"

in addition in spite of
furthermore besides
also because
and then
next it would
previously moreover
so that as well as
this meant too

WRITING ABOUT YOUR FINAL DESIGN

Being able to write about your own ideas and sources

Example:

I am really pleased with my final outcome. I like it because it reflects the artist's I've shown in my research. What I think that my choice of colour is good I feel that I could have refined my choice of medium further by combining the techniques"

I think that reflects another idea would be to
reminds me of I like...because makes me feel
portrays signifies gives the impression that
suggests that reinforces it could be that
next time It could be that gives the impression that
it's almost as if this particular idea what I like about this idea is
of all the ideas that I have drawn it satisfies the specification

work of Morpheus hotel, built in 2018. Make to explain what it looks like over the phone to a friend. Include as much detail as possible.

Morpheus hotel is a large cuboid with the middle with two pathways to the other side of the building. There is a geometric design for the structure of the building. The pebble-like pathways are curved, fluid forms.

Key Words

Geometric
Triangles
Repetition
Reflection
Pattern
Structure
Organic
Fluid Forms

What is the mood of the painting? What emotions does it make you feel?

The structure gives a calming feeling with its triangular web design and a reflection of nature in a futuristic design.

What is your opinion?

What do you like about the work? What do you dislike? How would you change it?

I like the structure of the external building. I believe it has a unique design but the design in my opinion does not flow well in the interior structure. Too good inside the building.

Artist Analysis

DAME ZAHA HADID

Assessment

Bronze: You have investigated the work on an artist.

Silver: You have researched the work of an artist and written about their work in some depth

Gold: You write in depth and give reasons for your opinions

Platinum: You are critical in your writing.

COMPREHENSION

Write a short paragraph in your words about the architect.

Dame Zaha Hadid was born in Baghdad, Iraq in 1950 and died in 2016. She was the daughter of an artist and a wealthy politician and industrialist. At the age of 11 she decided to become an architect. She was taught by world-renowned architects and her design work was widely known as organic and calm. She was recognised as one of the most influential architects in the world, although she did not see all her designs realised.

Questions to answer?

Where is architect from?
Born in Baghdad, Iraq.
When were they born/died?
Born in 1950 and died in 2016.
What are they famous for?
Being one of the most influential architects in the world.
What kind of work do they make?
Building designs.

ART & DESIGN

ART TERMINOLOGY

VOCABULARY

Abstract
Acrylic
Aesthetics
Assemble
Atmosphere
Background
Balance
Blend
Collage
Complementary Colours

Composition
Consistency
Contrast
Design
Distort
Exaggerate
Flat Colour
Focal Point
Formal
Perspective
Portrait
Primary Colours

Freehand
Highlight
Imaginative
Montage
Monochrome
Natural
Palette
Pattern
Perspective
Portrait
Primary Colours

Pressure
Profile
Proportions
Realistic
Repeat
Scale
Secondary colours
Shade
Shadow
Simply

Sketch
Structure
Surface
Texture
Tints
Tone
Viewer/finder

HOMOPHONES

Where/wear
There/they're
See/sea
Practice/practise
Two/too/to

Night/knight
Which/witch
Hear/hear
Meal/meat
Mail/male

Made/made
Saw/sore
Flower/flour
Hail/hair
Accept/except

Advise/advice
Effect/affect
Role/rail
Wales/whales
Know/no
Knew/new

CONNECTIVES

DEVELOPING POINTS

Furthermore
Moreover
Equally
Additionally
Similarly
In the same way
Likewise
Also

CONTRASTING POINTS

However
On the other hand
Whereas
Nevertheless
Despite this
Alternatively
Yet
Although

TEMPORAL

Firstly
Secondly
Thirdly
To conclude
To begin with
More importantly
As well as
SUMMING UP
In conclusion
To summarise
To sum up
Overall
In the whole
In brief
To conclude
In short

TO EMPHASISE

Above all
In particular
Notably
Specifically
More importantly
Mostly
Mainly
Unfortunately
PROVIDING
EXAMPLES
For example
For instance
Such as
...which can be seen
Take the case of...
This can be proven...
The writer does this by...

SENTENCE OPENERS

In my opinion
Sometimes
Its appearance
However
I felt as
I discovered
The
My
Firstly
Then
Next
So finally
Another thing
The last time
Soon
At last
If
Another time

After a while
Although
Afterwards
Before
Eventually
Never
Always
Besides
Even though
Meanwhile
Before long
In addition
Despite
We always
Although I had
Having decided

PUNCTUATION

FULL STOP.
Placed at the end of a sentence.

COMMA.
Separates clauses in a sentence.

EXCLAMATION MARK!
Emphasises a point in a sentence.

QUESTION MARK?
Shows a question has been asked.

SEMI-COLON.
Separates two closely linked clauses in a sentence.

COLON.
Introduces a list or a quote.

SPEECH MARKS ""
Shows that someone is speaking.

BRACKETS ()
Shows additional information in a sentence.

APOSTROPHE'
Indicates omission and possession.

DASH-
Shows additional information in a sentence.

ELLIPSES...
Adds dramatic pause/suggests further information.

QUOTATION MARKS ""
Shows reference to text to support a point.

LITERACY AND LEARNING VCOP

NOTICES

SCHOOL SHOP

WE ARE NOW OPEN!

We...

- are open every day during KS3 lunch time!
- are situated near the canteen.
- sell things like pens, pencils, erasers and rulers for LOW prices!

Prices

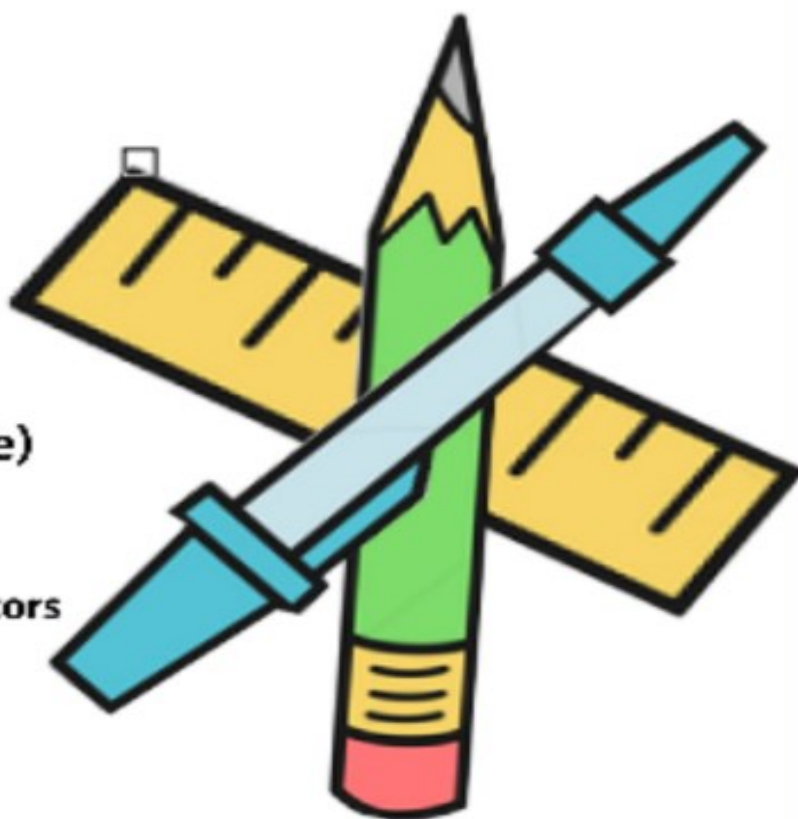
Pen - 10p

Pencil - 10p

Ruler - 20p/40p (size)

Rubbers - 10p

Certain things like calculators
must be ordered via shop.



Shopkeepers for KS3 are Mudassir K and Kayan A

By Mudassir

NOTICES

Canned foods needed

We need canned foods!

For our first give project

that is supporting the Bradford central food bank

Bradford central food bank is a small charity lead by volunteers who receive food donations from the community and business for vulnerable people in need of food.

The foods we need now are:

Pasta

Rice

Canned foods

Toilet roll

Tea bags

Coffee

UHT milk

Bread



Any food donations are much appreciated as it can help vulnerable people and let them know they have support.