



Chetham's  
School of Music

**Chetham's School of Music**

Long Millgate  
Manchester  
M3 1SB

[www.chethamsschoolofmusic.com](http://www.chethamsschoolofmusic.com)

Head: Mr Alun Jones  
Bursar: Mrs Sarah Newman  
Chair of Governors: Dame Sandra Burslem

**Lower School Curriculum  
Handbook**

**2016-17**

**Years 4-9**

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## Introduction

This booklet contains brief outlines of the academic subjects studied by all students in Years 4 - 9. The aim of the Lower School curriculum is to promote good learning habits across a broad and balanced range of subjects. The emphasis is on development of skills rather than coverage of large quantities of material.

As you will see from the contents, students enjoy a great deal of variety during this phase of their education, prior to the increasing specialisation at more senior levels of the school. Given the nature of the school, we always keep the instrumental/academic balance in mind. Most important of all, we try to provide programmes of study which serve the best educational interests of all our students.

The Compensatory Education department supports students who have any specific learning difficulties and/or disabilities; have a Statement of Special Educational Need; or have English as a Second Language. Lessons are predominantly 1:1 with some in-class support.

All students sit the MidYIS base-line test during one academic lesson at some point in Years 7, 8 or 9 - the timing for a particular student depends on when s/he joins the school. No additional preparation is required for this aptitude test.

If you have any enquiries about your son's/daughter's timetable, please do not hesitate to contact me.

Mr C Newman - Deputy Head (Curriculum)  
Spring 2016

## Junior School

Head of Department: Mr D Harris

The Junior School curriculum is broadly in line with the requirements of the National Curriculum for Key Stage 2. ICT is taught through subject-based topics. Curricular links are maintained between the Junior Department and Year 7. Music, German, Drama and P.E. are taught by specialist staff from the Senior School.

Children with specific educational needs receive specialist help from the school's Compensatory Education Department, with which close links are maintained by the Head of the Junior Department.

Students in Year 6 take national standardised tests in May, and use is also made of standardised end-of-year tests for Years 4 and 5.

## Art

Head of Department: Mrs A Boothroyd  
Staff: Mrs J Jones

### Lower School (Years 7 & 8)

Drawing and painting form the nucleus of the course, where students are introduced to drawing for different purposes such as observation, information and design ideas. Students are given opportunities to familiarise themselves with a variety of other disciplines, for example, Printmaking, 3-Dimensional Studies and Textiles.

Students are encouraged to work from both observation and imagination. The work of established artists, craftspeople and designers, both traditional and contemporary, is introduced to students as an integral rather than separate part of the course, via literature and videos etc.

The basic requirements for a successful and rewarding visual response, e.g. line, tone, form, colour, composition, design, etc. are covered in Year 7 and reinforced in Year 8.

### Intermediate Course (Year 9)

Year 9 Art is an exciting and fun Art and Design year, where students are introduced to more involved and creatively challenging areas such as 3D work, Textiles and IT. Students are able to experiment with new materials and techniques to develop their creative ideas, for example, working with wax for Batik and exploring Collograph printmaking.

To help enrich their progressing work and ideas, students have the opportunity to see art work at first-hand by visiting museums and galleries around Manchester, becoming more familiar with traditional and contemporary artists, craftspeople and designers.

Students are encouraged to respond more personally in their work to the variety of different projects presented throughout this year. Year 9 Art is undertaken over two hours per week and any excellent work produced in this year could, if appropriate, be used towards GCSE Art and Design coursework.

## English

Head of Department: Ms J Harrison

Staff: Mrs L Jones

Mr J Runswick-Cole

### Years 7 - 9

Although we do not enter students for external exams at KS3, they follow a course in English which is based on the demands of the National Curriculum. The aim is to develop students' abilities to communicate effectively in speech and writing and to listen with understanding. The programme of study is designed to develop their reading skills to enable them to be enthusiastic, responsive and knowledgeable readers. Students have 2 ½ hours of English in Years 7 and 8 and 3 hours in Year 9.

Pupils will develop a love of reading, and read increasingly challenging material through access to a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

By the end of KS3, students will have experienced a range of literature, including prose, poetry and drama. We teach both modern texts and those written before 1900, in line with the updated National Curriculum, and we incorporate the teaching of Shakespeare, with particular emphasis on this now that study of a Shakespeare play will be a requirement for GCSE Literature. Now that it no longer features in GCSE, we will include some seminal world literature in Year 9: *To Kill a Mockingbird* is a popular choice as well as being excellent preparation for GCSE.

Through the study of literary and nonfiction texts and a variety of tasks based on this study, students learn how to analyse writers' use of language, form and structure and the effects of these choices. Their study of Literature will also inform their own development as writers alongside specific work on grammar and vocabulary and occasional exercises in comprehension.

Speaking and Listening is assessed at GCSE and its importance in the eyes of Higher Education providers and employers is well documented. We develop the students' skills in spoken language through formal oral work and informal group discussion; in the younger forms the emphasis will be on developing accuracy of expression and technical English.

ICT is also included in our curriculum, with particular emphasis on word-processing skills and researching the internet for project work.

The development of personal reading habits is seen as a vital part of English work but we also aim to encourage text as performance, particularly when we study plays. Improvisation and rôle play also form part of our syllabus. We work in conjunction with Drama.

Extra-curricular support includes visits to hear an author read from his or

her work (this year Joseph Delaney), theatre (this year Propeller Theatre Company are putting on a production of *A Midsummer Night's Dream* here at school) book clubs and writing competitions.

Examples of Key Stage 3 texts:

*Holes* - Louis Sachar

*Journey's End* - R C Sherriff

*Maze Runner* series - James Dasher

*Blood Brothers* - Willy Russell

*Northern Lights* - Philip Pullman

*Oliver Twist* - Charles Dickens

## Geography

Head of Department: Mr A Kyle  
Staff: Mr M Clarke (Years 7 and 8)  
Mr A Kyle (Year 9)

In Years 7 – 9 the guidelines of the National Curriculum are followed, including the teaching of skills and themes within the context of particular countries and regions. Students have the opportunity to develop their skills in map interpretation, weather recording and fieldwork.

The framework for teaching is:

### Year 7

A thematic study of place focusing on Manchester, Britain and Europe exploring countries and culture. Students will also investigate a geography hero of their choosing.

### Year 8

Topics include development and globalisation, tourism, ecosystems and plate tectonics.

### Year 9

Students will study glacial landscapes, population and settlement, coastal landforms, longitude and time, and carry out fieldwork exercises along the NW coast.

The course culminates in a school examination, when students opt to continue with Geography or History to GCSE. The studies are carefully chosen to provide an excellent foundation for GCSE Geography.

People in the environment is the essence of Geography and the spontaneity of world events is always seen as of great relevance to students' understanding and interest. Flexibility is built into the approach to include topical events. Aspects of Citizenship will be studied where appropriate.



## History

Head of Department: Mr A Kyle  
Staff: Mr C Newman

The scheme of work covering topics from National Curriculum Key Stage 3 is:

### Year 7

The Roman Empire  
Britain 1066 - 1500

### Year 8

The Italian Renaissance  
Britain 1500 - 1750

### Year 9

Britain 1750 - 1900: Industrial Revolution  
Empire, Slavery, Trade and Commerce  
Protest and Electoral Reform  
Aspects of the First World War

Aspects of Citizenship are included across these topics, e.g. the development of parliamentary democracy in Britain and the idea of religious tolerance.

## ICT & Computing

Head of Department: Mrs F Holker

Staff: Ms C Whittaker

In Years 7 and 8, pupils have ICT lessons for one hour per week.

Pupils build on their existing skills, learn new skills and information. Areas of study include:

- Chetham's network (log-on, electronic in-boxes, file organisation)
- Efficient use of tables and in MS Word
- Image file types and ways of formatting images
- Design, create and edit an advert for a smoothie drink
- Modelling with spreadsheets using Excel
- Design a website using Serif WebPlus X5
- Databases and how data is used in society e.g. technology used by supermarkets for stock control, pricing, customer loyalty cards.
- Data Protection Act
- Using the internet effectively and learning how to judge information
- History of Computing and ICT
- Copyright
- Control and flow charts using Crocodile Clips
- Coding using Scratch
- Introduction to programming using Python
- e-safety and safety on the internet
- ICT in society.

In Year 9, pupils have ICT lessons for approximately 4 weeks in the summer term. ICT is incorporated into other subject lessons throughout the year.

There are two computer classrooms, as well as computers for pupils to use in the boarding houses, the School Library and several other classrooms.

## Mathematics

Head of Department: Mrs A Marsden

Staff: Mr C Bramall

Mrs F Holker

Mrs S Wegg

The aim of the teaching in the Maths Department is to deliver the subject within the constraints of the National Curriculum, consolidating skills acquired up to Key Stage 2, whilst bearing in mind the particular needs of our students. We also provide additional activities designed to stimulate interest and to show how Maths is useful in the wider context.

When students arrive in Year 7 they usually are put into two groups of mixed ability, depending on the size of the year group. Opportunity is given for students to encounter new topics, consolidate ideas that have been encountered previously and perhaps to re-visit topics that were found difficult or were imperfectly learned first time round. From the outset students should be equipped with all writing materials, a set of geometrical instruments and a scientific calculator such as the Casio FX83 MS or similar.

In Year 8 students are usually taught in differentiated sets. Set 1 generally works at a faster rate than Set 2, thereby covering more new topics, but there is scope for students to move between Sets should the need arise.

Due to the increase in content of the new GCSE, a three year scheme of work is now followed. This means that students in Year 9 start studying material that could be assessed in the GCSE exam at the end of Year 11. The topics covered build on previous years work and are arranged so that they increase in difficulty over the duration of the course.

## Modern Languages

Head of Department: Dr C Law (German & French)

Staff: Mr P Chillingworth (French)

Mrs Rosemary Jordan (German & French)

Mrs Sue Hales (French & German)

German Language Assistant

German is taught as the first foreign language at Chetham's since it is our considered opinion that it is of particularly great worth to musicians. All students who learn German in Years 7 and 8 will be encouraged to continue with their German to GCSE level.

However, since both German and French are taught in Years 7 and 8 and some students join Chetham's in Year 9 after studying French elsewhere, we do consider requests in writing to the Head of Modern Languages or Deputy Head (Curriculum) to specialise in French rather than German. So, in Year 9, most students will study German but some may study two languages (provided that their musical and instrumental programme allows them to do so) or some even just French.

French and German are taught consecutively in Years 7 and 8 on a carousel system of termly blocks, and then in parallel in Year 9. Students are given a firm foundation in both languages and those who show themselves to be especially gifted linguists will be well equipped to continue both languages to GCSE.

Right from the start but particularly in Year 9 we aim to lay the foundations for the German and French GCSE courses, thus practising the skill of translating to and from the target language (French/German into English and English into French/German) and familiarizing students with key concepts of grammar. Particular emphasis will be placed upon the acquisition of a wide range of vocabulary. We also endeavour to study short excerpts of literary texts or poems in the target language.

## Music in the Curriculum

Head of Department: Dr S King

Coordinator of Sixth Form Academic Music: Mrs S Oliver

Coordinator of Middle School Academic Music: Mr D Mason

Coordinator of Lower School Academic Music: Mr J LeGrove

Staff: Miss C Campbell Smith

Dr S Murphy

Miss R Aldred

Music classwork in the Junior School and in Years 7 and 8 complements the students' instrumental studies.

Through practical/aural and musicianship work (singing, rhythmic work and the co-ordinated combination of both) is established a bank of experience from which is extracted the theoretical concepts of intervals, triads, chords, keys, musical form etc.

The reading and writing of music is approached through absolute notation (necessary for instrumental music reading) and through Solfa notation (to assist the development of musical imagination or "inner hearing").

(Although the intention is to demonstrate the inseparability of music theory and music practice, it is assumed that all students should have passed the Associated Board Grade V Theory examination by the end of Year 8, if not earlier.)

Improvisation (rhythmic and melodic) is a regular feature of the music lessons, and there are also opportunities for writing and performing composed melodies, rounds and ensemble music.

All students from Years 4-8 sing together in the Lower School Choir, which meets to rehearse for one hour each week.

In Year 9 students begin to prepare for the GCSE examination in Music. For most students this exam will be taken at the end of Year 10. However, where a student's potential and previous development suggest that earlier entry would be both successful and profitable in terms of progress he or she may be entered at the end of Year 9. This decision will be taken early on in Year 9 in consultation with the Director of Music.

Preparation for GCSE builds on work undertaken in previous years, concentrating on listening, composition and the acquisition of background knowledge of the development of western classical music. An introduction to the music of other cultures and to basic concepts in music technology is included. All these topics are united in a consistent aural approach and, where possible, students are encouraged to enhance classwork with live performances on their instrument.

## **Personal & Religious Studies**

Head of Department: Mr A Kyle

Staff: Mrs S Cox (Years 7 & 8)

Mr M Clarke (Year 9)

PRS is an amalgamation of Personal, Social, Health and Economic Education (PSHEE), Citizenship and Religious Education.

In Years 7-9 one lesson of 30 minutes per week (or 60 minutes every other week) is provided, so the course serves as an introduction to issues and topics which are of relevance to the lives of all young people.

The main topics covered include:

### **Year 7**

#### **Personal Studies**

Communication skills

Growing and changing - aspects of puberty

Healthy eating and exercise

Bullying including cyber bullying

Safeguarding and abuse

Online safety

Road safety

Safety on the streets

#### **Religious Studies**

Exploring Christianity

### **Year 8**

#### **Personal Studies**

Tobacco use

Alcohol

Drugs: legal and illegal

Sex and relationships - safer sex, contraception, rights and responsibilities

Online safety and cyberbullying

Bullying

#### **Religious Studies**

Exploring Islam

### **Year 9**

#### **Personal Studies**

Racism, prejudice and discrimination

Body Image and self esteem

Eating disorders

Young people and crime (including online crime and staying safe)

Safer sex and sexually transmitted infections

Economic wellbeing: bank accounts and products, saving, spending choices, budgeting

### **Religious Studies**

Exploring Buddhism

\*Topics are revisited as appropriate, the overall aim being to accrue knowledge, skills and understanding that enhance wellbeing and further the spiritual, moral, social and cultural development of each student.

## **Physical Education & Recreation**

### **Physical Education**

Head of Department: Ms I Staszko

Staff: Miss C Whittaker

All students Years 4-8 are allocated time for PE.

Years 4-6 are given 2 x 1 hour lessons (Choristers may only get 1 x 1 hour)

Years 7 and 8 are given 1 x 1 hour lesson per week on the timetable.

The department has developed the Curriculum to include a wide variety of activities to suit this age group. In each activity different skills are taught along with the rules and regulations governing each sport. Each student is assessed visually as to their acquisition of skill and their knowledge and application of the rules to different sporting situations.

### **Recreation**

Head of Department: Ms I Staszko

Several Recreation coaches

During the evenings and weekends a wide variety of activities are offered at different times:

Football, Fitness Training, Table Tennis, Swimming, Yoga, Ballet, Zumba, Martial Arts and Badminton.

We also offer a comprehensive Outdoor Education Programme which has included activities like: Indoor and Outdoor Rock Climbing, Snow Ski-ing, Mountain Biking, Kayaking, Sailing, Go-Karting, Indoor Skydiving, Paintballing, Hiking/Walking etc.

We are fortunate in having an excellent, well equipped fitness area and an indoor swimming pool.

Students are encouraged to make as much use of the facilities and opportunities provided whilst they are with us. They are encouraged to make suggestions of activities that they would like via the Student Forum as well as general conversation with the Head of Department. In order to facilitate these requests a taster session is often first offered to assess the level of interest.



## Science

Head of Department: Mr A Henderson (Biology)

Staff: Mr J Blundell (Physics)

Mrs L Gartside (Biology)

Mr P Przybyla (Chemistry)

New teacher (Physics)

### Junior School

The science curriculum at Chetham's follows closely the National Curriculum for the first three years. The topics taught each year are those outlined in the QCA Scheme of Work for Science. This ensures continuity for students who join the school in Year 8 or 9.

### Years 7 and 8

Science is taught by one teacher for two and a half hours per week. The lessons use a variety of learning styles including practical lessons and the use of the Science Web textbook. The topics covered are:

#### Year 7

Biology: Cells; environment and feeding; reproduction; variation and classification.

Chemistry: Particles, solutions, acids and alkalis; chemical reactions.

Physics: Energy resources; electrical circuits; forces; solar system.

#### Year 8

Biology: Food and digestion; respiration; disease; ecological relationships.

Chemistry: Atoms and elements; compounds and mixtures; rocks and weathering.

Physics: Heat, magnets and electromagnets; light; sound and hearing.

### Year 9

Sc 2 (Life Processes and Living Things), Sc 3 (Materials and their Properties) and Sc 4 (Physical Processes) are taught for one hour each by specialist biology, chemistry and physics teachers. A number of practical investigations are carried out in each subject.

The topics covered are:

Biology: Inheritance; health; plants and photosynthesis.

Chemistry: Reactions of metals and compounds; environmental chemistry; uses of chemistry.

Physics: Energy and electricity; gravity and space; velocity; pressure and moments.