



Chetham's
School of Music

Chetham's School of Music

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Vice Principal: Ms Nicola Smith
Bursar: Mrs Sarah Newman
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Lower School Curriculum Handbook

2019-20

Years 4-9
Key Stage 2-3

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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 child's timetable, please do not hesitate to contact me.

Mr G Taylor – Acting Head of Lower School
Spring 2019

Junior School

Head of Department: Mr D Harris (Year 6)
Staff: Miss C Tomlinson (Years 4 and 5)

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 and French, Drama and Fit to Perform 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.

We are hoping to start a Confucius Classroom in 2019 to start the teaching of Mandarin to some of our younger students. If we are successful in our bid, this could start in September.

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 M Taube

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; Painting, 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, videos, the Internet and where possible visiting artists.

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, exploring Collograph printmaking and using wire and mod roc for 3D.

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 S Cox
Mrs L Jones
Mr J Runswick-Cole
Miss C Tomlinson

KS3

Although we do not enter students at for external exams at KS3, they follow a course in English which is based on the programme of study for English in 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 hours of English in Years 7 and 8 and 3 hours in Year 9.

Pupils will develop an appreciation and love of reading, and will 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 or other texts from our literary heritage in all three year groups, with particular emphasis on this now that study of a Shakespeare play and a C19th will be a requirement for GCSE Literature. Now that it does not feature in GCSE, we will include some seminal world literature in Year 9: *Of Mice and Men* and *To Kill a Mockingbird* are popular choices 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.

The development of Speaking and Listening and presentation skills is a key part of English; its importance in the eyes of Higher Education providers and employers is well documented. We will 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 clarity of expression and confidence in their use of spoken English.

ICT is also included in our curriculum, with particular emphasis on word-processing skills and researching the internet for project work. We also teach some critical analysis of media and the moving image.

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, benefitting from the expertise of Ms Sherlock, Head of Drama.

Extra-curricular activities on offer include visits to hear an author read from his or her work, theatre (in July 2017 Years 7, 8 and 9 will enjoy a trip to see *War Horse*) book clubs and writing competitions such as 'poetopia' and 'spine chillers'. We also do Readathon and Book Buzz in conjunction with the library and offer students the chance to enter for 'Poetry by Heart'.

Examples of Key Stage 3 texts include: *Holes*, *Maze Runner*, *Animal Farm*, *My Swordhand is Singing*, *Northern Lights*, *Lord of the Flies* and *I'm the King of the Castle*.

The students also study poetry of the Romantics and from the First World War, novels by Victorian writers such as Dickens (sometimes in abridged form) and extracts from Shakespeare.

Geography

Head of Department: Mr A Kyle
Staff: Mr M Clarke
Mr A Kyle

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: Mrs S Cox
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.

Mathematics

Head of Department: TBC
Staff: Mr C Bramall
Mrs K Kyle
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.

In Year 7 pupils are usually taught in mixed ability classes, 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.

In Year 9 we start teaching the GCSE course, following a three year scheme of work. 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: Ms N Geschwendt (German)
Staff: Mr P Chillingworth (French)
Mrs S Hales (French)
Mrs R Jordan (German & French)
Dr C Law (German)

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 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 just French.

French and German are taught consecutively in Years 7 and 8 on a carousel system of ten 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 familiarising 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

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| 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 R Aldred |
| | Miss C Campbell Smith |
| | Dr S Murphy |

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

Practical aural work (singing, rhythmic work and the co-ordinated combination of both) helps to establish 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.

Students in Years 4-6 sing together in the Junior Choir, while Year 7-8 students have their own choir. Each of these choirs rehearses for an hour every week and there are regular opportunities to perform.

In Year 9 students begin to prepare for the GCSE examination in Music. For most students, the GCSE course formally begins at the start of Year 10 and the exam will be taken at the end of Year 11. 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 start the course in Year 9 and be entered at the end of Year 10. This decision will be taken towards the end of Year 8 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
Mr M Clarke

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.

Science

Head of Department: Mr A Henderson (Biology)
Staff: Mr J Blundell (Physics)
Mrs L Gartside (Sciences)
Mrs C Shiells (Chemistry)
Ms E Storey (Biology)

Key Stage 3

The science curriculum at Chetham's follows closely the National Curriculum at KS3. The department firmly believes that practical work is the core for developing a good understanding of the scientific method and analytical skills and as such practical work is at the heart of all topics at KS3.

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 and wherever possible focus on learning through practical work.

The topics covered are:

Biology

Cells and organisation, The skeletal and muscular systems, Nutrition and digestion, Gas exchange systems, Reproduction, Health, Photosynthesis, Cellular respiration, Relationships in an ecosystem and Inheritance, chromosomes, DNA and genes.

Chemistry

The particulate nature of matter, Atoms, elements and compounds, Pure and impure substances, Chemical reactions, Energetics, The Periodic Table, Materials and The Earth and its atmosphere.

Physics

Energy, Motion and forces, Waves, Electricity and electromagnetism, Matter and Space physics

Year 9

All Year 9 students will begin to study the AQA GCSE Trilogy Specification at the start of Year 9. Students receive one hour of Biology, Chemistry and Physics a week. A number of practical investigations are carried out in each subject, including some of the twenty one required practicals on the GCSE course.