



Chetham's  
School of Music

**Chetham's School of Music**

Long Millgate  
Manchester  
M3 1SB

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

# Lower School Curriculum Handbook

2020-21

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.

Ms S Hales – Head of Lower School  
March 2020

## Junior School

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

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. Music, German, French and Fit to Perform are taught by specialist staff from the Senior School. Curricular links are maintained between the Junior Department and Year 7

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

### **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, 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, mod roc for 3D including Newclay.

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.

## Drama

Head of Department: Mrs J Sherlock

### **Lower School (Years 7, 8 & 9)**

Drama is taught as a discrete subject when students enter year 7. In year 7 and 8 students receive a one hour lesson a fortnight. In year 9 students receive one term of drama under the banner of 'Enrichment'. The drama curriculum is broad and varied and focuses mainly on building group working skills and developing confidence. In this way drama can assist in the fulfilment of the student's current cognitive and affective needs and in providing for their future personal, social, emotional and intellectual development.

Drama is most frequently seen in the theatre, on television or in the cinema, and associated with performance, costumes, setting and stages. Similarly, in school we often associate drama with script, rehearsal, voice production and the display of acting talent. This type of drama has certain benefits in that it increases children's self-confidence, gives them the opportunity to express themselves in public and allows them the opportunity of appearing on stage. However, it represents only a part of the rich learning and developmental experience that drama has to offer. Chetham's drama curriculum does not dwell just on the display element of drama but will, rather, emphasise the benefits to be gained from the process of exploring life through the creation of plot, theme, fiction and make-believe. The field that drama can explore is as wide as life itself, and the areas of the exploration can be derived from the content. Examining topics through drama will involve children in such activities as

- improvisation
- entering into other lives and situations
- engaging with life issues, knowledge and themes through drama
- honing and shaping drama scenes for the purpose of communicating them to others
- living through a story, making it up as they go along, solving problems in the real and fictional worlds, co-operating with others, and sharing ideas
- thinking about and discussing the patterns in life so that the outcome of encounters and plots will reflect their perception of how life is or might be.

These drama activities build towards the skills necessary to take GCSE drama. At Chetham's we study the Cambridge igcse which has a large practical element of 60% and demands that students are at ease with group exploration and presenting their work to the class.

## English

Head of Department: Miss C Raffo

Staff:  
Mrs S Cox  
Ms J Harrison  
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.



## Fit to Perform

Staff: Miss C Whittaker  
Miss E Burwell  
Mr A Watson

### **Years 3, 4, 5 and 6**

Students are taught the fundamentals of movement; agility, balance, flexibility, kinaesthetic awareness and co-ordination through fun games and activities. They follow a program of gymnastics and learn a variety of different skills including: travel, jumps, rolls, balances and creating sequences on and off apparatus.

We offer the opportunity to explore movement through exercise to music. Mindfulness, meditation and relaxation activities are also introduced.

We teach basic ball skills then introduce striking and fielding games during the summer months.

### **Years 7 and 8**

We start to educate our students about the various components of fitness and the different fitness programs available. Students have programmes recommended and explained to them and they are given the opportunity to use the gym equipment. This includes cardio-vascular machines, weight resistance machines and the synergy 360 equipment which is especially useful for developing their core strength. We also introduce activities such as Pilates and Stretch & Tone sessions with an emphasis on breathing.

This is the start of a longer term aim to equip students with the skills and knowledge of how to start to produce their own fitness programmes in the future based on a solid understanding of their individual needs as a musician.

Students will also take part in badminton, cricket, dodgeball and rounders through the summer months.

## Geography

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

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: Mr E Leeson

Staff:

Mrs K Kyle

Mrs S Wegg

Ms C Dackombe

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 GTX 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 & German)

Mrs R Jordan (German & French)

Dr C Law (German)

### Junior School

In Year 6 the students study MFL in a carousel, alternating between French and German. Half of the cohort will be studying German in the autumn term and the first half of the spring term and then French in the second spring term as well as in the summer term. The other half will start with French and then commence their study of German in Spring term 2. They have two half lessons per week.

### KS3

German and French are the two languages taught at Chetham's since it is our considered opinion that language learning is of particularly great worth to musicians. All students who learn German and French in Years 7 and 8 will be encouraged to continue with one language to GCSE level.

In Year 9, the students may continue to study two languages (provided that their musical and instrumental programme allows them to do so) or some just either German or 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.

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

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)

Mr C Davidson (Physics/General Sciences)

Mrs C Shiells (Chemistry)

Ms E Storey (Biology/Sciences)

### 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.