

---

# Grade 6 Course Guide

---



## Table of contents

Grades 6 - 8: Middle School.....	2
Timetable.....	3
Homework .....	3
Grading Scales in Grades 6 - 8.....	3
English.....	5
English as a Second Language (ESL) .....	6
German as a First Language .....	7
German as a Foreign Language (GAL).....	8
Mathematics .....	9
French .....	10
Spanish .....	11
Science.....	12
Social Studies.....	13
Physical Education .....	14
Visual Arts .....	15
Information and Communication Technology (ICT) .....	16
Music .....	17
Perspectives .....	18
Learning Support .....	19

## Grades 6 - 8: Middle School

CURRICULUM GRADES 6 – 7 - 8	
Subject	# periods
English (1 <sup>st</sup> or 2 <sup>nd</sup> language ESL)	5
German (1 <sup>st</sup> or 2 <sup>nd</sup> language GAL)	5
Mathematics	5
Science	5
French or Spanish (Foreign Language)	4
Social Studies (History and Geography)	4
Physical Education (PE)	3
Visual Arts	2
Information and Communication Technology (ICT)	2
Music	2
Perspectives	2
Pastoral Lesson	1
<b>TOTAL</b>	<b>40</b>

Middle School consists of Grade 6, Grade 7 and Grade 8. Middle School is a distinct part of the Secondary School with its own curriculum. All students follow the same curriculum and the subjects are all continuous three-year courses running from Grade 6 to Grade 8 designed to prepare students to successfully enter the IGCSE courses that are offered at LIS in Grades 9 and 10.

The Middle School curriculum is modelled on the Cambridge International Examinations Secondary 1 curriculum for students aged 11-14. For German, the curriculum is modelled on the Saxony state curriculum. At the end of Grade 8 we make use of Checkpoint tests from the Cambridge Secondary 1 curriculum in English, Mathematics and Science. Throughout the year the student can expect to complete common assessments in each of their courses as a way to measure their progress.

Compared to the Primary School, the major difference is the disappearance of the classroom teacher as the central figure. In Middle School, all subjects are taught by specialist teachers. The student's form tutor is the person with pastoral responsibility for them and is the first point of contact for parents and for subject teachers.

Every class has a form tutor whom they meet daily for morning registration and once a week during the timetabled pastoral time. Sometimes this time may be used for an assembly with other classes. The form tutor will also likely be one of their subject teachers; seeing their form tutor teacher every day helps them to build their relationship.

Students in the age range 11-14 are ready for more specialist subject instruction but they are also still very much in the process of developing their physical and social skills. The lower secondary timetable allows for this. The start of secondary school, for many students, is a turning point in starting to think about their relationships with others and about the way they feel about themselves. We want school to be a safe place for all students to explore their identity and to "become themselves". Our pastoral time and Perspectives courses are designed to support this learning.

## **Timetable**

Students follow a timetable of 40 x 40 minute periods of instruction per week. The school day runs from 8.15 – 15.15.

Registration: 8.15 – 8.25

Lesson 1: 8.25 – 9.05

Lesson 2: 9.10 – 9.50

Lesson 3: 9.50 – 10.35

SNACK BREAK

Lesson 4: 10.55 – 11.35

Lesson 5: 11.40 – 12.20

Lesson 6: 12.25 – 13.05

LUNCH

Lesson 7: 13.50 – 14.30

Lesson 8: 14.35 – 15.15

## **Homework**

Students have homework in Grades 6 - 8 and need to plan their work more carefully. There is no more Hort for them after school but there is a homework club available to them which is supervised by a teacher. This will allow students to work before going to their activities or allow them to get their work done before going home, leaving their evenings free. Students who are having difficulty completing their homework for teachers will be recommended for this homework support.

In order to help students keep track of their homework and plan when to do it, every student is issued with a Student Planner. Parents are asked to sign the planner every weekend.

In order to spread the workload for students we use a homework timetable. Generally students would get three homework assignments per day, taking 20-30 minutes each to complete.

## **Measuring and Reporting Student Attainment and Endeavour in Grades 6-8**

For all grade levels we will use the 7-1 attainment range, where 7 = Excellent and is the highest possible attainment. It is important to note that the report grade for each subject is based on the teacher's professional judgement of the student's level in that subject area according to the attainment descriptions, considering summative and formative assessment data. It is not an average of their performance over a period of time, nor is it based on any form of weighting of class work and homework, or purely based on test results. Moreover, attainment grades are not amended if the teacher feels the student should be making more effort. Naturally, the greater the effort, the better the outcome. However, we employ an Endeavour description to communicate such learning behaviours and dispositions.

Endeavour is a combination of: Behaviour, Participation, and Effort and is reported using word descriptors.

The following grading scale is used by all subjects.

<b>ATTAINMENT</b>	
<b>Grade</b>	<b>Descriptors</b>
	<b><i>At this year level the student's progress is:</i></b>
<b>7</b>	<b>Excellent</b> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .
<b>6</b>	<b>Very Good</b> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>5</b>	<b>Good</b> <b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>4</b>	<b>Satisfactory</b> <b>A general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
<b>3</b>	<b>Mediocre</b> <b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
<b>2</b>	<b>Unsatisfactory</b> <b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
<b>1</b>	<b>Poor</b> <b>Minimal</b> achievement in terms of the objectives.

<b>Grade</b>	<b>ENDEAVOUR Grade Descriptor</b>
<b><u>E</u>XCEPTIONAL</b>	<b>Student exceeds expectations.</b> Is an example to others in terms of behaviour, participation and effort.
<b><u>G</u>OOD</b>	<b>Student meets all expectations.</b> Shows good behaviour, participates actively and works hard.
<b><u>S</u>ATISFACTORY</b>	<b>Student mostly meets expectations.</b> Student fully meets expectations in two out of three aspects, but there is room for improvement in the third.
<b><u>I</u>NCONSISTENT</b>	<b>Student does not always meet expectations.</b> There is room for improvement in two out of three of the aspects.
<b><u>U</u>NSATISFACTORY</b>	<b>Student does not meet expectations.</b> Student does not meet expectations in any aspect.

# ENGLISH

## General Introduction

The English Department seeks to develop students at a native level of English, furthering their conceptual understanding of literary and non-literary works, and developing their competencies in writing creatively, analytically and persuasively. Students will study a range of literary works, develop language skills, and consider the value of reading and the written word for a range of purposes and audiences. We also seek to develop students' own private reading for pleasure and progress.

## Course Aims

- Learners understand that there is something essentially human about the desire and capacity for telling stories, and that we gain understanding of ourselves and the world around us from the stories of others;
- Learners understand the impact of context upon the creation and the interpretation of texts;
- Learners understand that reading is not only a great source of pleasure but also the key to all critical thought;
- Learners are able to deconstruct the reading process in order to offer insight into why writers write, and why speakers speak, and into what choices they make in order to create meaning and maximise impact upon a reader or listener;
- Learners are able to sustain and increase pleasure in reading as critical appreciation of texts increases;
- Learners are able to deconstruct the writing process in order to mimic and achieve mastery in the forms of creative, analytical and persuasive writing.

## Essential Questions

- Why is reading more than just a hobby?
- What do we learn about life from literature?
- How does a writer and / or a reader's context shape meaning in a work?
- How could the text be read and interpreted differently by two different readers?
- How and why is a social group represented in a particular way?
- How and why does the text conform to, or deviate from, the conventions of a genre?

## Areas of Study

- UNIT #1: Who Am I? – includes a study of poetry and autobiographical texts
- UNIT #2: The Secret Me – includes a study of *The Boy in the Striped Pyjamas*
- UNIT #3: My People – includes a study of persuasive speeches
- UNIT #4: Looking Forward – includes a study of texts relating to the future

## Assessment

- Poetry Writing & Recount Writing
- Empathic Monologue & Diary Writing
- Narrative Writing & Persuasive Speech
- Oral Assessment

## Links to future learning

- Spiralling skills and understandings, resulting in IGCSE First Language English and IGCSE World Literature in Grade 9. A wide-reading programme is implemented for all grade levels.

**HoD:** Nancy Davis [nancy.davis@lis.school](mailto:nancy.davis@lis.school)

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

## General Introduction

English as an Additional Language (EAL) focuses on the acquisition and development of English language proficiency for the EAL student. The aim is to build up the student's language skills in all areas: speaking, writing, listening, and reading. The course is a combination of literature based units and units from the Cambridge Lower Secondary Global English course.

## Course Aims

- The course encourages students to develop *confidence* in the use of English in a variety of contexts, to build up *knowledge* of the language including *academic language* and to gain the linguistic *skills* necessary to access the school curriculum successfully.
- Students will be exposed to a range of written and other texts in a variety of genres in order to provide a focus on development of language skills, including both composing and comprehending skills, along with areas such as vocabulary development, idiomatic language and grammar.
- Students will develop the ability to recognise, create and understand the purpose of various *text types* such as information reports, articles, letters, emails, recounts, persuasive texts, descriptive texts, and creative writing.
- To expose, read and analyse a variety of literature in order to engender an appreciation of literature and to enhance understanding of the techniques and purpose of a writer.

## Areas of Study

- Getting to know you
- Short stories
- Personal Identity: My Family History
- Literature: Roald Dahl
  - Autobiography
  - Book Review
- Drama: Charlie and the Chocolate Factory
- Persuasive Speaking: People who Inspire Us
- School Around the World

## Assessment

Each unit will be assessed through a minimum of one assessment task, either written or oral. Each task will focus on a particular text type and register, including the following:

- Writing a personal letter or email
- Presenting an informative talk
- Writing an autobiography in the style of Roald Dahl
- Writing a book review
- Performing a short scene from a play
- Presenting a persuasive speech
- Writing a blog

Students also take the Cambridge Stage 7 ESL progression tests.

## Links to future learning

Skills will be consolidated and developed in grade 7 with a particular focus on developing independent learning skills in order to further improve language proficiency.

**HoD:** Frank Valero – [Francisco.ValeroLopez@lis.school](mailto:Francisco.ValeroLopez@lis.school)

# GERMAN AS A FIRST LANGUAGE

## General Introduction

German First Language means tuition for fluent speakers of German (not necessarily of German nationality) according to the standards based on the Saxonian Curriculum and using textbooks acknowledged by the Kultusministerium in Dresden (Deutsch Plus 6, Praxis Sprache 6).

## Course Aims

In Grade 6 we focus on intensification and consolidation of spelling and grammar concepts. Students build on known reading strategies and develop new ones. They discover a pleasure for reading in a variety of text genres, like novels, tall tales, classical heroic sagas and poetry. They practise and develop their reading aloud skills and participate in a nationwide reading aloud competition (Vorlesewettbewerb). Students gain proficiency in narrative and descriptive writing and story-telling.

## Areas of Study

Text Genres	Literary Works:	Grammar Topics:	Spelling Topics:
<ul style="list-style-type: none"> <li>• Tall tales (Lügengeschichten)</li> <li>• Summaries / Re-narration</li> <li>• Narrative writing</li> <li>• Descriptive writing (Vorgangsbeschreibung)</li> </ul>	<ul style="list-style-type: none"> <li>• Judith Kerr: <i>Als Hitler das rosa Kaninchen stahl</i></li> <li>• Herbert Lorenz &amp; Gabriele Beyerlein: <i>Die Sonne bleibt nicht stehen</i></li> <li>• Heroic Sagas / Heldensagen (Prometheus, Odysseus...)</li> <li>• Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Word classes</li> <li>• Tenses</li> <li>• Active / Passive voice</li> <li>• Cases</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns, nominalisation of verbs and adjectives</li> <li>• S-sounds</li> <li>• Double consonants</li> </ul>

## Assessment

Common Summative Assessment Tasks in Grade 6 are:

- Reading Comprehension / Reading Strategies
- Descriptive Writing (Vorgangsbeschreibung)
- Re-narration of a story
- Grammar Tests
- Spelling Tests / Dictations
- Creative Writing: Tall Tale
- Story-telling and performing

## Links to future learning

- Summary and narrative writing as well as spelling and grammar topics will be consolidated in future years and assessed in the IGCSE.
- Increasing knowledge and interpretation of a variety of works from different literary genres will be further developed in the coming years.

**HoD:** Britta Rössner – [Britta.Roessner@lis.school](mailto:Britta.Roessner@lis.school)

# GERMAN AS A FOREIGN LANGUAGE (GAL)

## General Introduction

German as a Foreign Language (GAL) focuses on the acquisition and development of German language proficiency for the GAL student. The intention is to build up the student's language skills in all areas: speaking, writing, listening, and reading and to develop and built on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of social contexts — work, home, leisure, education and training. The course also aims to develop intercultural understanding and to encourage positive attitudes towards language learning and towards speakers of foreign languages.

## Course Aims

The aims of the course are to

- enable the student to use the language effectively as a means of practical communication in speech and in writing within a range of contexts,
- develop the ability to understand and respond to the language demands in transactional and social contacts,
- provide the students with a sound linguistic base necessary for further study, work and leisure,
- offer some insight into the nature of language,
- develop an appreciation of German literature.

## Areas of Study

*The student will be integrated in the course depending on his/ her language level in dependence on the Common European Framework of Reference.*

A - Everyday activities

B - Personal and social life

C - The world around us

D - The world of work

E - The international world

## Assessment

- Vocabulary tests or grammar exercises – announced in advance or not.
- Written assignments done at home.
- Presentations, research work, library hours (diary writing), oral contributions in class as well as the quantity, quality and care of written work are part of the continued assessment.

## Links to future learning:

Leads to Grade 7 GAL.

**HoD/Course Co-ordinator:** Danielle Lebel [Danielle.Lebel@lis.school](mailto:Danielle.Lebel@lis.school)

# MATHEMATICS

## General Introduction

Grade 6 Mathematics is designed to help students develop an understanding of the basic concepts and ideas involved in mathematics through repeated practice and review. Through investigation, the students will learn how to problem solve and reason about mathematics, more than memorise rules and procedures. In this way, students begin to think for themselves about why things are happening both in the class and in their everyday lives. The curriculum is based on the Cambridge Lower Secondary Curriculum.

## Course Aims

- develop mathematical skills and apply them to other subjects and to the real world
- develop methods of problem-solving
- interpret mathematical results and understand their significance
- develop patience and persistence in solving problems
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning
- appreciate the elegance of mathematics
- appreciate the interdependence of different branches of mathematics and the links with other disciplines
- appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world
- read mathematics and communicate the subject in a variety of ways
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

## Areas of Study

FIRST SEMESTER	SECOND SEMESTER
<ul style="list-style-type: none"><li>• Basic operations with integers and decimals.</li><li>• Measurement and estimation.</li><li>• Perimeter, area and volume.</li><li>• Sequences, linear patterns and plotting points.</li><li>• Shapes and Angles.</li></ul>	<ul style="list-style-type: none"><li>• Fractions, decimals and percentages.</li><li>• Transformations of shapes.</li><li>• Probability.</li><li>• Algebraic equations and expressions.</li></ul>

## Assessment

Assignments will consist of exercises - both online and from texts, projects and problem solving. Major assessment pieces will include tests, quizzes and projects. Students will receive regular updates on their progress.

## Links to future learning

Leads to Grade 7 Mathematics.

**HoD:** Reingart Böhmer [Reingart.Boehmer@lis.school](mailto:Reingart.Boehmer@lis.school)

# FRENCH

## General Introduction

Grade 6 French is a foreign language beginner course taught to students four lessons per week. It is set at the CEFR level A1.

## Course Aims

The aim is for our students to start getting the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves orally and in writing, to understand spoken and written French. Being an introduction year to the target language, the emphasis is on developing a strong likeness to the language and its culture.

## Areas of Study

Unit 1: Bonjour!

Unit 2: J'habite ici

Unit 3: Chez moi

Unit 4: Les animaux

Unit 5: Des fêtes et des festivals

Unit 6: Qu'est-ce que tu fais?

Unit 7: En ville

Unit 8: Une journée scolaire.

Unit 9 : C'est bon ça!

Unit 10: Amuse-toi bien!

## Assessment

Regular assessment of the learned knowledge is through tests given after each unit. The tests cover the three following components: Reading, Listening and Writing. We also have mini-quiz (vocabulary or grammar tests) throughout the year.

**Links to future learning:** Leads directly to Grade 7 French.

**HoD/Course Co-ordinator:** Danielle Lebel [Danielle.Lebel@lis.school](mailto:Danielle.Lebel@lis.school)

# SPANISH

## General Introduction

Grade 6 Spanish is an introductory course which aims to provide students with the necessary skills to express themselves in Spanish through day to day situations. The course follows the five strands of the UK Framework for Modern Foreign Languages: words, sentences, texts (reading and writing), listening/speaking, cultural knowledge and contact.

## Course Aims:

- To teach pupils to practise the meaning, spelling and sounds of Spanish words together.
- To teach pupils how to write simple grammatically correct sentences.
- To teach pupils how to understand and write more complex text using connectives, pronouns and tenses.
- Linking listening and speaking to help pupils speak more accurately and authentically.
- To give pupils the opportunity to learn about Spain and other Spanish-speaking countries.

## Areas of Study

The course is geared towards the practical use of the Spanish language, and focuses around the following main topics:

1. Introduction to Spanish
2. At school
3. Personal life and family
4. At home
5. Leisure.
6. The city

## Assessment

In Grade 6 Spanish, assessment is based mainly on listening and reading skills, as well as written work. Although oral expression is also developed, it is not currently assessed on its own. Assessment is based on direct classroom observation, students' self-assessment by end-of-topic checklists, written classwork and homework, as well as quizzes and end of unit exams.

## Links to future learning

Leads to Grade 7 Spanish.

## HoD/Course Co-ordinator:

Danielle Lebel [Danielle.Lebel@lis.school](mailto:Danielle.Lebel@lis.school)

# SCIENCE

## General Introduction

Science is a subject that combines Biology, Chemistry and Physics. Grades 6-8 cover the Cambridge Lower Secondary curriculum for Science with a strong focus on practical skills and to this end, every topic studied has associated practical work.

## Course Aims

In grade 6 the practical focus is on learning how to work safely in a laboratory and how to measure and record results accurately and clearly. This includes the construction of results tables and drawing informative annotated diagrams.

## Areas of Study

Biology	Chemistry	Physics
Living Things	Materials Classification	Energy Transformations
Classification	Solids, Liquids & Gases	The Earth & Beyond
Microbes & Diseases	Acids & Bases	Forces & Their Effects
Habitats & Environments		
Extended Project		

May Science Project: The focus of this project in Grade 6 is Biology and students will investigate adaptations and habitats through a research project with a focus on invertebrates. This allows students to recap on classification and to explore the local invertebrate wildlife in the woods behind the school. The emphasis will be to present the information they collect on the life and habitats of these organisms clearly in a science fair to an audience of primary classes.

## Assessment

This consists of end of unit tests, practical work in the laboratory, presentations, mini-projects and homework. Marking criteria for all assessments is explained to the students beforehand and printed copies of the marking criteria are provided. The overall grade (7–1) is determined using the Science department's grade descriptors.

EAL students are given a shorter version of the same test paper as other students take. They are also given science dictionaries for their class and homework. During the test they may have access to a word bank of key words and assistance in understanding the wording of a question depending on their level of English. The degree of assistance each EAL student receives is reviewed each half term in consultation with the EAL department.

## Links to future learning:

Leads to Grade 7 Science.

## HoD/Course Co-ordinator:

Tim Lewis – [tim.lewis@lis.school](mailto:tim.lewis@lis.school)

# SOCIAL STUDIES

## General Introduction

This course blends the learning of Geography and History through the study of early settlements. As the year progresses the distinction between the two disciplines becomes clearer; in Geography we focus on the development of modern settlements, map skills and how society today copes with natural disasters. In History, we spend time developing students' sense of period and understanding of historical concepts through an extended study of Medieval Life.

## Course Aims

- To provide an overview of the development of human society from the Neolithic to Medieval world
- To develop an understanding of human settlement and modern challenges of sustainability
- To enable students to confidently use an OS map
- To develop an understanding of landforms and the threats they create
- To develop the students understanding and skills of historical concepts including cause and consequence, change and continuity, diversity, chronology and interpretation

## Areas of Study

First Semester	
<b>Geography</b> Settlement; Map Skills	<b>History</b> The Ancient Romans; Medieval Life - Towns and Villages
Second Semester	
<b>Geography</b> Rivers and Floods; Our Restless Planet	<b>History</b> Medieval Life – Religion, The Crusades and the Black Death

## Assessment

Students are assessed using a variety of techniques from class participation and discussion, oral presentations, short response questions and extended writing, source work analysis, project work, posters and model making. Summative assessments are completed at the end of each unit of study. These assessments are a blend of formal tests and creative projects which are designed to complement the learning of each unit.

- Settlement: Written test and design of a future city
- The Romans: Written piece on the significance of Boudicca
- Map Skills: Written test
- Medieval Life: Written test  
Medieval Life: Source analysis, written piece on cause and consequence, diary entry
- Rivers and floods: Written test
- Our restless planet: Build your own landform

## Links to future learning:

The key terminology and concepts of The Medieval Period will provide students with a strong foundation for their future historical studies. Throughout Grade 7 the historical concepts of cause and consequence, change and continuity, diversity, chronology and interpretation will continue to be the focus of learning. The geographical skills and knowledge developed in Grade 6 will continue to be practised and extended in Grade 7.

## HoD/Course Co-ordinator:

Ian Mills – [ian.mills@lis.school](mailto:ian.mills@lis.school)

# PHYSICAL EDUCATION

## General introduction

Physical Education is a required area of study in Leipzig International School's core curriculum. The development of physical skills and self-confidence is extremely important for the 11-14 year old age range. In lower secondary, all students will receive one double and one single period of physical education per week, slightly more than higher up the school.

As a coeducational school we believe in the value of teaching boys and girls together and this includes physical education. However, we are aware of research that says that it might occasionally be better for the boys and the girls to receive separate instruction. Boys and girls are usually taught together but when it seems more appropriate to teach the boys and girls separately for particular units, we do so.

## Course Aims

Physical Education will focus on increasing the students' knowledge and understanding of the principles behind good health, mental wellbeing and physical fitness. It will provide opportunities for students to participate in a wide range of physical activities. They will develop positive attitudes toward active living, gain self-confidence as skilful movers, and at the same time promote personal, social, cultural, and environmental growth and appreciation. Quality physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

All units have been designed to satisfy the requirements of the programme, interests and abilities of individual children and develop a wide range of physical, learning, personal and social skills.

## Areas of Study

Athletics	Frisbee
Badminton	Gymnastics
Basketball	Hockey
Dance	Strike & field games (Rounders / Cricket / Baseball)
Fitness (Health Related Exercise)	Tag Rugby
Football	Volleyball

## Assessment

The student's individual progress is carefully monitored and an attainment level is made following the different modules of work. They will be assessed in the following:

- Endeavour (Effort and Enthusiasm)
- Knowledge and understanding
- Individual skills development
- Game skills development

The overall attainment grade is produced by continual assessment of the pupils using practical, verbal and visual tasks throughout each module and a final end of unit practical task. All assessments will be based on teacher, self and peer evaluation / assessments.

## Links to future learning

Leads to Grade 7 PE.

**HoD/Course Co-ordinator:** Sabrina Bennett – [Sabrina.Bennett@lis.school](mailto:Sabrina.Bennett@lis.school)

# VISUAL ARTS

## General Introduction

The visual arts curriculum in grade 6 is based on the topic Natural and Manmade World. Core objectives are designed to include a variation of elements of design, media, and cultural/historical context. Students receive **one double lesson per week** of Art.

## Course Aims

The work in grade 6 is built around the building blocks of **visual literacy** by exploring various techniques and media; traditionally in **2D** (e.g. drawings, paintings, photography) and **3D** (e.g. sculptures, architecture) with the expansion into **4D** (e.g. performance, video, animation).

They will be strengthening their knowledge of the elements of design such as line, shape, form, space, colour, value, and texture. Meaningful exercises will be linked to creative work, while giving the students an opportunity to **apply the techniques and their skills to individual pieces of art**.

Students will be **introduced to various ways of presenting artwork** in or outside the school. **Students will be building upon their skills to evaluate** their work and the work of others during and after the process of creating, in order to support their creative development.

## Areas of Study

Artworks and other forms of expression from various cultural backgrounds will be used for inspiration and also for broadening their knowledge and understanding of diverse contemporary and historical cultures, events and movements. The students will be using a sketchbook for exercises, designing pages on art history, documenting the process and progress of their work and for written reflections.

Example projects include:

- Paul Klee and the use of line
- My magical creature and me
- Still-life exploring different drawing materials
- Pictograms
- Monochromatic and contrast
- Cave Art
- Clay Sculptures
- Digital Photo-Imaging

## Assessment

Each unit will be assessed on the two main areas of the creative process. Marks will be awarded according to how well the artwork meets the set of descriptors.

- **Preparation/ Research:** To what extent does the student demonstrate: the ability to clearly articulate their initial ideas and/or intentions and how they have been formed and developed? How have they assimilated technical skills, chosen media and/or art themes/topics to develop their work further? To what extent does the work demonstrate the ability to review and refine selected ideas, skills, processes and techniques?
- **Final Pieces:** To what extent does the work demonstrate: effective application and manipulation of media and materials; effective application and manipulation of the formal qualities to reach the highest level of technical competency? To what extent does the work reflect on the acquisition of skills and their development as a visual artist?

## Links to future learning

Leads directly to Grade 7 Visual Arts.

**HOD/Course Coordinator:** Steve Lewis [steve.lewis@lis.school](mailto:steve.lewis@lis.school)

# INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

## General Introduction

The curriculum follows Key Stage 3 (KS3) of the National Curriculum in the UK. Two periods per week are allocated to the study of ICT within the academic timetable.

## Course Aims

- To equip the students with the skills to use technology to become independent learners.
- To develop their capabilities in using ICT for tasks associated with design, data analysis, research, processing information, presentations, problem-solving, decision-making, creative expression, communication and collaboration.

## Areas of Study

- Knowledge of the School System
- Internet Safety
- Desktop Publishing
- Spreadsheets - (formatting and printing a spreadsheet)
- Presentation – (Topic of choice)
- Programming with MicroBit
- Research skills
- Graphic Design

## Assessment

This is a skills-based course. There are no theory tests for ICT in Grades 6-8 but students do get graded on the work they produce in class. There is no regular homework for ICT in Grades 6-8 apart from the time students might need to catch up on their project work.

## Links to future learning

Leads to Grade 7 ICT.

**HoD/Course Co-ordinator:** Reingart Böhmer [Reingart.Boehmer@lis.school](mailto:Reingart.Boehmer@lis.school)

# MUSIC

## General Introduction

Two periods per week are allocated to the study of music within the academic timetable. Pupils will have the opportunity to perform music using traditional and electronic instruments either individually or as part of an ensemble and the composing aspects of the course will take place either in these groups or through the use of a music-sequencing programme on the computer. Listening activities are interspersed with the practical sessions to reinforce knowledge and understanding of each topic.

## Aims

The aims of Middle school Music at Leipzig International School are to:

- Nurture the creative ability in all pupils through composition.
- Develop sensitive, analytical and critical responses to existing music.
- Develop an awareness of musical traditions and developments in a variety of cultures and societies.
- Offer pupils opportunities to experience the personal satisfaction and self-confidence derived from taking part in practical musical activities.

## Areas of Study

- The Elements of Music - *'Who Am I'*
- What makes a good song?
- Latin Beat
- The folk tradition
- Rhythms of the Nile
- Medieval Music
- Impressionism

## Assessment

During each topic, the students' performances and compositions are recorded for assessment and at least one listening test is taken to evaluate students' knowledge and understanding of the subject. The department follows the criteria laid out in the whole-school assessment policy.

## Extra-Curricular Opportunities

The music programme is enhanced by:

1. A wide variety of extra-curricular clubs that take place during the week. During this academic year the students will have the opportunity to be involved in:
  - LIS Big Band
  - LIS Choir
  - String Ensemble
  - Wind Ensemble
  - Latin Percussion group
  - Middle School Vocal Group
  - Various mixed ensembles
  - Composing club
2. One-to-one instrumental lessons are available to our students. These sessions take place outside of the academic programme. For more information please contact Mr. Foulkes.

## Links to future learning

GCSE music is a natural progression from the work covered in the Middle School programme. The course concentrates on the three core aspects of music: performing (30%), composing (30%) and listening/appraising (40%) Pupils study music from the classical tradition through to the Twenty-first century.

**Course co-ordinator:** Mr. Paul Foulkes (Director of Music): [paul.foulkes@lis.school](mailto:paul.foulkes@lis.school)

# PERSPECTIVES

## General Introduction

Perspectives takes a cross-curricular approach to learning the skills needed for success in higher education and ultimately the world of work in the 21st century. By studying global issues, learners explore different and often opposing perspectives to develop critical thinking, research and communication skills.

## Course Aims

- To enable the student to develop skills in research, analysis, evaluation, reflection, collaboration and communication.
- As Perspectives is a skills-based course, the specific content of the course is less important than the way learners handle the information. The materials for this programme therefore focus less on the information that is communicated, and more on the questions and prompts in order that will scaffold the development of skills that ensure 'cognitive change' in the learners.
- A significant number of the theme blocks (see below) challenge students to explore personal, local, national and global perspectives understanding the causes, consequences and possible future scenarios of the actions to various issues.

## Areas of Study

Skill to develop:	Communication	Collaboration	Reflection	Research	Research/ Analysis	Reflection/ Communication
Topic:	WHO AM I?	WHO ARE WE? (Island Community)	LEARNING HABITS (Goal setting)	LIFE CHOICES (Digital Media/ World)	MINDFULNESS (How to relax)	BEING HUMAN
Assessment Outcome:	Presentation	Debate	Goals/ Targets/ Top tips poster	Digital Diary/ Visual Portfolio	Teach a session on relaxing	The Human Exhibition

## Assessment

Assessment within the programme consists of teacher assessments within each theme block using both formative assessments through the sessions based on reflection and understanding of the focus skills as well as summative tasks linked to the Assessment Outcomes of each unit.

## Links to future learning

The Grade 6 Perspectives programme lays the foundations for further skills development in Grade 7 whilst also ensuring that the Grade 6 students have a good understanding on the 'self' upon which their place in the world will be explored in Grade 7.

**Course Co-ordinator:** Ian Mills – [ian.mills@lis.school](mailto:ian.mills@lis.school)

# LEARNING SUPPORT

## **General Introduction**

Grade 6 Learning Support is able to provide assistance to a number of students with mild to moderate learning difficulties.

## **Course Aims**

- To enable students to receive targeted support for specific learning deficits
- To develop the ability to acquire skills and strategies that will enable students to succeed with the regular curriculum
- To provide in-class support for students and assistance to subject teachers

## **Areas of Study**

Learning Support works directly with the Grade 6 curriculum.

## **Assessment**

Where possible, students who are eligible for extra time may be offered the opportunity to take class tests in the Learning Support room.

## **Links to future learning**

The Learning Specialist works closely with subject teachers, in this regard.

**Course Co-ordinator:** Fiona Eels [Fiona.eels@lis.school](mailto:Fiona.eels@lis.school)