
Grade 7 Course Guide



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Grades 6 - 8: Middle School

CURRICULUM GRADES 6 – 7 - 8	
Subject	# periods
English (1 st or 2 nd language ESL)	5
German (1 st or 2 nd 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
TOTAL	40

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.

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

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

- 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: Descriptive Writing – includes the a focus on linguistics
- UNIT #2: *The Call of the Wild* – includes novel study
- UNIT #3: *Scrooge* – includes the a reading of the play version of A Christmas Carol
- UNIT #4: Mythology – includes the a study of Greek and Roman Myths
- UNIT #5: Poetry, Music and Art – includes sensory writing
- UNIT #6: Short Stories – includes the appreciating the structure of the short story and the skill of the storyteller.

Assessment

- Photographic Essay
- First person narrative
- Character study
- Speech
- Poetry & descriptive writing
- Creation of 'Flash Fiction'

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.

Head of Department: Nancy Davis 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 explore, 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

1. The Incredibles: reporting the news
2. Short stories
3. Literature: Graphic Novels
4. Choose Your Own Adventure: writing an adventure story
5. Languages of the World
6. Natural Disasters

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 an article
- Writing a diary entry
- Write a creative text based on a novel read in class
- Present a personal language learning journey
- Write an adventure story in the vein of Choose Your Own Adventure
- Write a blog about the importance of language learning
- Present a role play based on a natural disaster

Students also take the Cambridge Stage 8 ESL progression tests.

Links to future learning

Skills will be consolidated and developed in Grade 7 with an increasing focus on the use of idiomatic and academic language.

HOD: Frank Valero – 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 7, Praxis Sprache 7).

Course Aims

In Grade 7 we focus on intensification and consolidation of spelling and grammar concepts. Students discover a pleasure for reading and progress in their understanding of a variety of text genres from different eras, like novels, short stories, and classical ballads. They practise and develop their writing skills and gain proficiency in summary, narrative and descriptive writing and story-telling. Students learn research skills including academic honesty and working with sources, and learn how to present a topic effectively and independently.

Areas of Study

<u>Text Genres:</u> <ul style="list-style-type: none">• Diary entries• Summaries• Narrative writing• Descriptive writing• Storyboards	<u>Presentation Unit</u> <u>Topic:</u> <ul style="list-style-type: none">• "Anders sein" <u>Project Topic:</u> <ul style="list-style-type: none">• "Hotelprojekt"	<u>Literary Works:</u> <ul style="list-style-type: none">• Rafik Schami: <i>Eine Hand voller Sterne</i>• Gottfried Keller: <i>Kleider machen Leute</i>• Brian Selznick: <i>Die Entdeckung des Hugo Cabret</i> (plus film adaption)• Ballads (Goethe, Schiller, Fontane, Ringelnatz, von Droste-Hülshoff...)	<u>Grammar Topics:</u> <ul style="list-style-type: none">• Word classes• Clauses• Tenses• Case• Syntax <u>Spelling Topics:</u> <ul style="list-style-type: none">• S-Sounds• Capitalisation• Punctuation: Commas
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Assessment

Common Summative Assessment Tasks in Grade 7 are:

- Summary Writing
- Descriptive Writing (Bildbeschreibung)
- Grammar Tests
- Punctuation and Spelling Tests / Dictations
- Oral Presentation
- Ballad Test and Scenic Presentation

Links to future learning

- Summary writing and narrative writing will be consolidated and assessed in the IGCSE.
- Knowledge and interpretation of a variety of works from different literary genres will be further developed.

HoD/Course Co-ordinator: Britta Rössner, 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 8 GAL.

HOD: Danielle Lebel Danielle.Lebel@lis.school

MATHEMATICS

General Introduction

The scope and sequence of the Middle School Mathematics curriculum is almost identical to the Cambridge Lower Secondary programme. This ensures that our students are prepared fully for the Cambridge Checkpoint Examination and the IGCSE programme, which follows in Grades 9 and 10.

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">• Number and Calculation – adding, subtracting, multiplying and dividing integers.• Algebraic expressions and functions• Shapes and mathematical drawings• Length, mass and capacity including estimation and imperial measures• Rounding Numbers and calculations involving decimal• Fractions adding, subtracting, multiplying and dividing + word problems• Solving linear equations and substitution of values into expressions• Rounding, multiplying and dividing• Geometry – angles and introduction to coordinate geometry• Fractions and decimals• Compound measures	<ul style="list-style-type: none">• Time and rates of change• Fractions, decimals and percentages• Sequences, functions and graphs• Transformations including reflection, rotation, translation and enlargement• Ratio and proportion• Area, perimeter and volume• Planning, collecting and processing data• Probability• Vectors and Matrices

Assessment

Assessment will take the form of homework assignments and worksheets. Tests – 10 to 15 will also be set after some units – Algebra, Geometry, Statistics, Number and Project. Classroom performance will also be a factor in terms of a student's progress.

HoD/Course Co-ordinator: Reingart Böhmer Reingart.Boehmer@lis.school

FRENCH

General introduction

French is taught for four lessons per week as a foreign language. It continues at the CEFR level A1, working towards A2.

Course Aims

The aim is to allow our students to get 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. We encourage their curiosity and maintain high standards. The syllabus wakes in themselves one more interest for other cultures and in this way encourages comprehension and tolerance for others.

New students arriving in grade 7 with no background in French are given extra support, if possible including help from more experienced French speaking students, in order to catch up with the rest of the class over the course of the year.

Areas of Study

First Semester Unit 1: En ville Unit 2: On fait des projets Unit 3: De jour en jour Unit 4: En famille	Second Semester Unit 5: Bon appétit Unit 6: En voyage Unit 7: Ça va? Unit 8: On va s'amuse
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Assessment

Regular assessment of the learned knowledge is through tests given after each unit. Those 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 8 French.

HOD: Danielle Lebel Danielle.Lebel@lis.school

SPANISH

General Introduction

Grade 7 Spanish is a continuation of the Grade 6 course in which students improve their Spanish skills by practising the use of the language through day-to-day situations. The course follows the five strands of the UK Renewed Framework for Modern Foreign Languages:

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

1. People
2. Going places
3. Holidays
4. Food
5. Fashion
6. Cities

Assessment

In Grade 7 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.

HOD: Danielle Lebel 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 7 the practical focus is on learning how to write a conclusion from the data collected and learning to identify, understand and control variables within an experimental set-up.

Areas of Study

Biology	Chemistry	Physics
Food	Atoms and elements	Magnets and Electromagnets
Digestion	Further Reactions	Light
Breathing and Circulation	Compounds and Mixtures	Sound
Respiration	Metals and non-metals	Energy Transformations
Flowering Plants	Corrosion	Speeding Up

March Science Project: The focus of this project in Grade 7 is physics and students will investigate forces using water rockets and/or catapults. Students will be shown the available equipment then design their own investigation strategy to answer their own research question. The emphasis will be to write a good research question and to address this question in their conclusion. They will present their investigation in a science fair at the end of term to an audience of other classes.

Assessment

There is a formal assessment following each unit, which counts for 55% of the achievement grade. 40% of the overall grade is determined by presentations and practical work and the remaining 5% by homework. Marking criteria for presentations and practical work is explained to students before the work is started and printed copies of the marking criteria are provided.

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 8 Science.

HoD/Course Co-ordinator:

Tim Lewis – tim.lewis@lis.school

SOCIAL STUDIES - GEOGRAPHY

General Introduction

Grade 7 Geography builds on the knowledge and skills developed in Grade 6 Social Studies, and provides a foundation of topics and themes that will be explored at greater depth in the IGCSE and IBDP Geography. The focus of this course is on human and physical process, and human-environmental impacts and interactions.

Course Aims

- To enable the student to understand the impact of human population growth on ecosystems, and how physical phenomena help to shape human resilience.
- To develop the ability to calculate population growth, develop and analyse various types of graphs and maps, create models, and mind maps. Students have the opportunities to research, collaborate, peer assess, and present their learning in various formats.
- To provide opportunities to raise awareness of the environmental impact of human economic activities such as deforestation, and how the natural environment impacts human populations.

Areas of Study

- People and the planet
- Coasts
- Weather and climate
- Global climate change
- Ecosystems
- Energy
- Geographic Information Systems (GIS) and Crime

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. Student's work is assessed throughout the year with some minor and at least one major assessment for each unit studied. Common assessments for each unit are project-based and structured short answer tests.

Links to future learning

Grade 7 will utilize and build upon the grade 6 course, and be carried through and developed further in the new topics covered in grade 8. By the time the students reach grade 9, most IGCSE Geography topics will have been introduced.

HoD/Course Co-ordinator:

Ian Mills – ian.mills@lis.school

SOCIAL STUDIES - HISTORY

General Introduction

In this course we move forward chronologically to a period of great technological and political change. We start to build up more of a global picture of history through a depth study on The Islamic Empire and The Transatlantic Slave Trade. The course will continue to develop the students' skills and understanding of concepts including significance, change and continuity, interpretation and diversity.

Course Aims

- To develop chronological understanding
- To begin to see the historical and global relationship between nations
- To develop students ability to assess new and emerging political ideas
- To assess the significance of individuals and inventions

Areas of Study

- The Islamic Empire 600-1096
- The Renaissance
- The French Revolution
- The Transatlantic Slave Trade

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. Student's work is assessed throughout the year with some minor and one major assessment for each unit studied.

- The Islamic Empire: Essay on technology and science
- The Renaissance: Speech on a key individual and group exhibition
- The French Revolution: Essay and the causes of the French Revolution
- The Transatlantic Slave Trade: Source analysis on Life on Plantations

Links to future learning

The topics covered in Grade 7 will provide students with a strong foundation for their next year of study. The course will move forward chronologically to the nineteenth and twentieth century but there will be many links and overlapping to be found with early periods.

HoD/Course Co-ordinator:

Ian Mills – 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 8 PE.

HoD/Course Co-ordinator: Sabrina Bennett – Sabrina.Bennett@lis.school

VISUAL ARTS

General introduction

The visual arts curriculum in Grade 7 is based on the topic Location and Place. Core objectives are designed to include a variation of elements and principles of design, media, and cultural/historical context. Students receive one double lesson per week of Art.

Course Aims

The work in Grade 7 is planned around the building blocks of visual literacy by exploring various techniques and media; traditionally in 2D (e.g. drawings, paintings, and photography) and 3D (e.g. sculptures and architecture) with the expansion into 4D (e.g. performance, video, and animation).

They will be using the elements of design and strengthening their understanding of the principles of design such as balance, contrast, emphasis, movement, pattern, rhythm, and unity. 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.

Areas of Study

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

Example projects include:

- Perspective
- Knots and Ropes
- Celtic and Islamic art
- Naturalistic drawing
- Relief printmaking
- Paper-maché sculptures
- Colour Wheel
- F. Hundertwasser Architecture

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 8 Visual Arts.

HOD/Course Coordinator: Steve Lewis 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

- Spreadsheets – (Arithmetic operators, functions & formulas)
- Web Page Design with html
- Video editing
- 3D modelling with Voxels
- Animation with pixel art
- Game design (Scratch or another programming tool)
- Research skills and Ethics
- 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 directly to Grade 8 ICT.

HoD/Course Co-ordinator: Reingart Böhmer 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.

Course 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

- Music of the Caribbean
- Making connections
- Going solo
- Jazz improvisation
- Night Music
- Film Music

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

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 further 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:	Reflection	Research/ Evaluation	Analysis	Reflection
Topic:	<i>WHO AM I? How I see myself/ How others see me</i>	<i>LIFE CHOICES Drugs Awareness</i>	<i>COMMUNITY Migration</i>	<i>MINDFULNESS Mental Health/ emotions and active listening</i>
Assessment Outcome:	Totem poles	Written Report (Referencing/ structure)	Team Project/ group display	Proposal to promote mental health better

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 7 Perspectives program lays the foundations for further skills development in Grade 8, whilst also ensuring that the Grade 7 students have a good understanding on their place in the world. Grade 8 will take this understanding further, coupling it with academic research and presentation skills.

Course Co-ordinator: Ian Mills – ian.mills@lis.school

LEARNING SUPPORT

General Introduction

Grade 7 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 7 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.

HoD/Course Co-ordinator: Fiona Eels Fiona.eels@lisschool