

Grade 6 Curriculum Guide 2023-24



COLLÈGE DU LÉMAN
International School · Geneva

Curriculum Guide Grade 6

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1 ENGLISH

1.1 Learning Objectives

- To foster an interest in, and an enjoyment of, reading, writing, speaking and listening.
- To communicate and write effectively and appropriately, allowing for a student's age and the length of time he/she has been studying English.
- To teach the mechanics of the English language and to make the student aware of the importance of accuracy in sentence structure, spelling, grammar, and punctuation as a vital element of effective written English.
- To teach and practise the writing process of drafting and editing.
- To emphasize the different types and purposes of writing, encouraging at all times the need to be aware of audience.
- To encourage reading on both a literal and inferential level.
- To introduce a variety of genres.
- To appreciate and analyse key literary elements in a work of literature.
- To foster an appreciation of universal themes in literature from different cultures, traditions and periods of history.
- To foster imaginative and original responses in the students' own reading and writing.
- To build vocabulary and to encourage the use of varied and appropriate words in the students' own writing and speech.
- To develop tolerance and understanding of differing viewpoints through discussion, debate, reading and writing.
- To improve critical thinking through discussion, debate, reading and writing.

1.2 Content

Pupils follow the Cambridge Lower Secondary English Curriculum.

Two novels and a play are read as class texts. The work completed on these books is teacher directed and is intended to model and to give the students an opportunity to practise methods of text analysis. Students will also study poetry, short stories and a variety of non-fiction texts. Students will follow the Accelerated Reader programme in one of their lessons every week. This programme encourages them to read for pleasure throughout the year and it monitors their reading progress.



Through Literature, emphasis is placed on recognising and understanding such key literary elements as setting, effective use of language, turning points, development of character, motive, comparisons and contrasts, characteristics of genre, imagery and point of view.

Instruction in writing introduces a variety of styles and purposes and emphasises the need to practise the writing process of drafting and editing. The types of writing introduced are:

Biography, Interviews, Journal, Newspaper, Letter, Factual report, Description, Argumentative/Persuasive and Analysis/Comparison.

Accuracy and style in writing is developed through:

- Practising using correct punctuation (stress on dialogue writing, apostrophe used in contraction/ownership)
- Studying spelling/vocabulary in context
- Writing paragraphs (stress on form, main idea to introduce a paragraph, supporting details)
- Using dictionaries and other references
- Using a variety of effective sentence structures
- Drafting
- Creating tone/atmosphere/mood by various descriptive devices, not mere statements

Oral work includes the presentation of written work to the class/group, prepared debates, pre-writing discussion, role play, hot seating, prepared dialogues or interviews and individual presentations.

1.3 English Additional Language (EAL)

Pupils follow the Cambridge Lower Secondary English as a Second Language Curriculum.

The EAL programme is for students whose level of English is between beginner and intermediate (A1-B2). The course focuses on developing all language skills in reading, writing, listening, speaking and use of English (vocabulary and grammar). A variety of resources are used throughout the course. Emphasis is placed on communication at the beginning and progresses to developing literacy skills in reading and writing.

All students will follow the Accelerated Reader programme in, at least, one of their lessons every week. This programme encourages them to read for pleasure throughout the year and it monitors their reading progress.



1.3.1 A1 Learning Objectives

This intensive course is for students who are at a beginner or elementary level of spoken or written English.

- To speak and write about present, past and future events using familiar vocabulary.
- To write short descriptions and summaries.
- To ask and answer questions about everyday events.
- To develop cultural awareness of the language, history and traditions.

1.3.2 A1 Content

Topics

- Greetings and culture
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and hometown
- Food and clothes

Grammar

- Present simple, present continuous tenses
- Past simple and past continuous tenses
- Basic future tenses
- Present perfect
- Pronouns
- Definite and indefinite articles
- Prepositions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Sentence structure- question and answer



1.3.3 A2 Learning Objectives

This intensive language course is for students who are at a pre-intermediate level of spoken or written English.

- To communicate orally and in writing.
- To incorporate cultural knowledge in communication.
- To write descriptively.
- To write formal and informal email.
- To write an opinion essay.
- To further develop cultural awareness.

1.3.4 A2 Content

Topics

- Future plans of study, work, vacations
- Common verb phrases
- Travel and tourism
- Time expressions
- Work and lifestyle
- Shopping
- Health and the body
- Environment

Grammar

- Consolidate language from A1
- Master the present, future and past tenses
- Conditional
- Phrasal verbs
- Passive voice
- Reported speech
- Quantifiers
- Modal verbs



1.3.5 B1 Learning Objectives

This developing language course is for students who have an intermediate level of spoken or written English.

- To read and understand a variety of tasks and texts.
- To write short personal essays, narratives and responses to texts.
- To use appropriate layout for a range of genres
- To identify and use correct grammatical structures.
- To recognise and use an increasing range of vocabulary.
- To punctuate with accuracy.
- To listen and understand extended talk on a wide range of topics.
- To speak formally and informally on a wide range of topics.
- To express themselves clearly.

1.3.6 B1 Content

Novels, plays, short stories, poetry and non-fiction texts will be read in class. The work completed on these books is teacher directed and is intended to further develop a pupil's:

- Reading comprehension
- Use of English – vocabulary, sentence structure and grammar
- Writing skills
- Speaking skills
- Listening skills

Instruction in writing introduces a variety of styles and purposes and emphasises the need to practise the writing process of drafting and editing.

Accuracy and style in writing is developed through:

- Practising using correct punctuation
- Studying spelling/vocabulary in context
- Writing paragraphs
- Using dictionaries and other references
- Using a variety of effective sentence structures
- Drafting



- Creating tone/atmosphere/mood by using various descriptive devices.

Oral work includes presentations of written work, role play, hot seating, prepared dialogues or interviews and individual presentations.



2 MATHEMATICS

2.1 Learning Objectives

- To help students participate intelligently in their international environment and to prepare them for a successful passage through their High School career.
- To develop new knowledge that is integrated with their prior knowledge acquiring the mathematical power to perceive patterns and to solve conventional and unconventional problems.
- To use and apply Mathematics in practical tasks, in real-life situations and within theoretical and practical mathematical contexts.
- To understand and use mathematical language and notation.
- To develop and use flexibly a range of methods of computation and apply these to a range of problems.
- To explore shape and space through drawing and practical work using a wide range of materials.
- To consider how algebra can be used to model real-life situations and solve problems.
- To apply students' knowledge, understanding and skills to solving problems, individually and in groups, of increasing complexity in a wide range of contexts.
- To use mathematical forms of communication, including diagrams, tables and graphs.

2.2 Content

Number: Rounding, working with large numbers, multiplication, division by powers of ten, long multiplication, long division, mixed operations, brackets, estimation, fractions: equivalent, lowest terms, adding, subtracting, multiplying, dividing, fractions of an amount, decimals: reading scales, adding, subtracting, multiplying, dividing by a whole number, rounding to decimal places, percent: percentages of an amount, fractions – decimals – percentages, one amount as a percent of another.

Number Relationships: Investigating number patterns, writing rules for simple formulae.

Shape: investigating different types of shape, two-dimensional and three-dimensional shapes, drawing solids, nets, finding the perimeter and area of rectangles, parallelograms, triangles and compound shapes, measuring and drawing angles accurately, calculating angles: on straight line, within triangles and quadrilaterals.



Measures: exploring length and weight, converting units, measuring length and weight.

Statistical diagrams: using tables and charts, tallying data, drawing bar charts, pictograms and pie charts, 2-way tables, finding the mean, mode and median, comparing sets of data.

Algebra: Sequences patterns in number represented by algebraic function machines, algebraic functions, using letter symbols, rules of algebra, simplifying expressions, substitution.



3 FRENCH

3.1 Learning Objectives

- To develop an interest in and an enjoyment of learning a language in its cultural, historical and geographical setting.
- To allow students to gain an enthusiastic appreciation of the French language and recognise its utility for their future professional lives and for their social integration in the local community.
- To encourage their intellectual curiosity by furthering their knowledge of the vast Francophone world through special projects.
- To give each student the opportunity to use the target language for real purposes and in a variety of contexts, including everyday activities, personal and social life, the world around us and the world of work.
- To enable students to reach their full potential by placing them according to their level.
- To teach the language through the 4 skills: listening, speaking, reading and writing.
- To develop students' study skills.
- To help students build up their self-confidence by communicating in French.
- To provide a solid grammatical basis and adequate knowledge of vocabulary.
- To use context clues to interpret meaning.
- To give each student the opportunity to use the target language creatively and imaginatively.

3.2 Content

The programme emphasis is on the improvement of writing through teaching a solid grammatical basis and with the expectation that students should memorise spellings accurately.

The language is taught through the 4 skills (listening, speaking, reading, and writing) and students are placed according to their level.

3.2.1 A1.1

This course is mandatory for students without a basic knowledge of spoken or written French and is designed to prepare the ground for further study.



Topics

- Greetings and culture
- Class instructions
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and hometown
- Clothes

Grammar

- Nouns and gender
- Pronouns
- Regular and most common irregular verbs conjugation in the present tense
- Definite and indefinite articles
- Directions and positions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Sentence structure - question and answer

3.2.2 A1

The emphasis of this course is on written and oral expression to enable effective communication, despite the somewhat limited exposure to the language to date. With a consideration of aspects of the target language culture, students learn the foundations for further studies in subsequent years.

Topics

- Daily routine
- School and afterschool activities
- Descriptions and characteristics
- Clothes and shopping



- Feelings and human body
- Food
- Family relationships
- Professions
- Likes and dislikes

Grammar

- Enrich and reinforce basic grammar from language A1.1
- Present regular and irregular verbs
- Future
- Conditional - polite form
- More complex adjectives
- Possessive and demonstrative adjectives
- Imperative
- Partitive articles
- Prepositions

3.2.3 A2.1

Students learn to produce short essays designed for various audiences and hold conversations in staged yet realistic settings. In addition, grammatical knowledge and vocabulary are expanded and elaborated in such a way that communication is facilitated.

Topics

- Enrich previous topics from A1
- Leisure
- Time and frequency
- Feelings
- Family and sibling

Grammar

- Enrich and reinforce grammar from language A1
- Recent past and progressive present
- Formal and informal address "tu" and "vous"



- Interrogative and negative sentences
- Agreement and place of the adjectives
- Reflexive verbs
- Irregular verbs in present

3.2.4 A2

This course encourages the sound use of the language as well as the development of practical skills such as problem solving, teamwork and cultural awareness. Moreover, the course allows for interactive and enjoyable language learning by use of ICT and multimedia in class.

Topics

- School and classroom
- Outings and events
- Future plans of study, work, vacations
- Myself, my environment, my daily routine, my hobbies
- Travel and tourism
- Living in the cities and directions

Grammar

- Enrich and reinforce grammar from language A2.1
- Master the present and future
- Past tenses
- Obligation and interdiction
- Link words and connectives
- Relative pronouns

The following texts are used although they are subject to change from year to year.

- '35 kilos d'espoir' by Anna Gavalda
- 'L'oeil du loup' by Daniel Pennac
- 3 personally chosen books

3.2.5 B1

The study of high-quality texts based on literature and culture constitutes an essential component of the course. Students will have the opportunity to listen and read a range of authentic material, which will be used as a stimulus for oral expressions and



written communication. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise while traveling in an area where the language is spoken.
- Produce simple connected text on topics that are familiar or of personal interest and describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Topics

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

Grammar

- Enrich and reinforce grammar from language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Duration
- Hypothesis
- Reported speech
- Introduction of subjunctive
- Passive voice



- Gerund
- Adverbs
- Connectives

The following texts are used although they are subject to change from year to year.

- Oscar et la dame rose by Eric-Emmanuel Schmitt
- A personally chosen book



4 HOMEROOM

4.1 Learning Objectives

- To support students in all areas of development: academic, social, organizational, and personal responsibility.
- To encourage students to set achievable goals, through Personal Learning Plans.
- To give students time to reflect on their learning, through the IMYC, through the accumulation of a student portfolio, and in preparation for the Student-led Conference at the end of the year.
- To strengthen school spirit through regular homeroom time, grade-level assemblies, and Honor Roll assemblies.

4.2 Content

- Time management and organisation
- Respect and friendship
- Study skills
- The self in the world
- Digital citizenship



5 MODERN AND FOREIGN LANGUAGE

German A1.1, Italian A1.1, Spanish A1.1

5.1 Learning Objectives

- To develop an interest in, and an enjoyment of, discovering a new language in its cultural, historical and geographical setting.
- To give each student the opportunity to use the target language creatively and imaginatively.
- To encourage intellectual curiosity by furthering their knowledge of the target language culture through special projects, travel and authentic resources.
- To give each student the opportunity to use the target language for real purposes and in a variety of contexts, including everyday activities, personal and social life, the world around us, the world of work and the international world.
- To provide a solid grammatical basis and adequate range of vocabulary.
- To encourage students to develop various language skills (correct pronunciation and intonation, asking and answering questions, initiating and developing conversations...).
- To help students to build up their self-confidence in communicating in a foreign language.

5.2 Content

Topics

- Greetings and culture
- Colours and songs
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and home town
- Food and clothes

Grammar

- Nouns and gender



- Pronouns
- regular and irregular verb conjugation in the present tense
- Definite and indefinite articles
- Prepositions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Simple verb attributes
- Imperative
- Sentence structure-questions and answers



6 SCIENCE

6.1 Experimental Sciences

6.1.1 Learning Objectives

- To understand the states of matter.
- To understand the basics of the living world through the ubiquity of cell structure.
- To identify and link the physical and biological components of the environment and to study the action of man on the environment.
- To formulate from field studies, questions that will serve as the thread of investigative approaches.
- To work in groups in the laboratory.
- To learn to observe in order to try to understand some physical or chemical phenomena.
- To recognize some acidic and alkaline substances.
- To understand the basics of sound - its production, how it travels and the working of the ear.
- To understand what energy is, where it comes from and what its forms are.
- To understand that matter can react by transformation.

6.1.2 Content

- Environment and ecology
- Equipment and safety in the laboratory
- Energy and fuels
- Acids and alkalis
- Cells
- States of matter
- Sound



6.2 Computer Science

6.2.1 Learning Objectives

- To demonstrate dispositions amenable to open-ended problem solving and programming (e.g. comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity).
- To implement problem solutions using a programming language.
- To identify responsible and ethical technology use.
- To create algorithms, or series of ordered steps, to solve problems.
- To work cooperatively and collaboratively with peers, teachers, experts, and others.

6.2.2 Content

Using online programmes and interactive materials with computers and/or iPads students cover basic skills in:

- Computational thinking
- Computing practice and programming
- Programming skills
- Computers and communication devices
- Community, global, and ethical impacts
- Collaboration



7 HUMANITIES

7.1 History

7.1.1 Learning Objectives

- To develop an understanding of how history, geography and society play their part in the shaping of a community.
- To stimulate an interest in and an enthusiasm for the past and to appreciate its importance.
- To make clear how civilisations have developed by sharing ideas and finding ways to live together and to emphasise the results of intolerance between one group and another.
- To lay the foundations for the chronological study of history.
- To generate an understanding of the importance of the legacy of the past and its importance in modern times.
- To stimulate a critical and imaginative response to historical sources.
- To make clear the close relationship between geography, the environment and the history of humankind.
- To explore critically the causal relationship between events.
- To develop the students' ability to appreciate the difference between fact and opinion and to understand that written sources are rarely objective.
- To develop the reading and writing skills expected of students at this level.

7.1.2 Content

- The Neolithic Revolution
- The Fertile Crescent and the first civilizations
- Ancient Mesopotamian civilisations
- Individual research projects on civilizations from around the world
- Beginning of Judaism and origins of the Bible
- Ancient Greece
- Ancient Rome and early Christianity



7.2 Geography

7.2.1 Learning Objectives

- To develop an understanding of our world, both natural and human.
- To develop an understanding of how history, geography and society play their part in the shaping of a community.
- To be aware of current events.
- To stimulate a critical and imaginative response to geographical sources.
- To make clear the close relationship between geography and the environment.
- To explore critically the causal relationship between natural and man-made events.
- To carry out field work and analyse results.
- To develop the students' ability to appreciate the difference between fact and opinion and to understand that written sources are rarely objective.
- To build a knowledge of detailed examples and case studies.
- To develop the reading and writing skills expected of students at this level.

7.2.2 Content

- Field trip to the Saas valley
- People and the planet
- Mapping and making connections
- Glaciation
- Rivers
- Africa



8 PERFORMING ARTS

8.1 Dance

8.1.1 Learning Objectives

- To collaborate respectfully while dancing.
- To perform dance with technical efficiency.
- To choreograph creatively.
- To respond critically to their own dances and to the dances of others.
- To make meaningful connections to dance.

8.1.2 Content

The Dance programme consists of a vibrant and challenging curriculum that teaches dance as art so that students develop their creativity and critical thinking capacity. Instruction is individualised, while also emphasising a shared culture of dance that builds community and encourages collaboration. Students will have multiple and meaningful opportunities to perform, create, respond to, and connect to dance in ways that will lead to life-long appreciation of dance as participants or well-informed audience members. Students will also explore the core works of the Dance Juilliard Creative Classroom.

8.2 Drama

8.2.1 Learning Objectives

Personal Development

- To elaborate positive self-esteem and self-discipline, acquiring confidence and strengthening concentration.
- To develop voice, posture, stage presence, and an understanding of the stage.
- To give each student the opportunity to realise his/her potential in the dramatic experience.
- To develop talent while increasing the students' ability to use their imagination and their creative talents.
- To increase the students' ability to analyse, master and express their emotions.

Interpersonal Development



- To develop an aptitude to work in a constructive and efficient way in a group.
- To understand, accept and respect others and their rights, opinions and differences.
- To encourage students to take responsibility for themselves, to show responsibility and respect for others, and to understand the importance of working together.
- To work on a long-term project, with a performance involving students in other activities concerned with drama such as making props, publicity, make-up, choreography, costumes and music.
- To give and accept constructive advice from the group.

8.2.2 Content

At the beginning of the course, group confidence is established through drama games. Basic acting rules and principles are discussed and experimented with. The students' creativity is put into practice by toying with fairy tales and diverting them from the most obvious interpretation. For example, a fairy tale may be re-interpreted through the lens of advertising or sit-coms.

In the second marking period, each grade 6 class works on the creation of myths from different cultures. The class chooses one, learns aspects of storytelling and then adapts it to the stage. The adaptation is performed with all the other grade 6 classes. Students will also explore the core works of the Dance Juilliard Creative Classroom.

8.3 Music

8.3.1 Learning Objectives

- To give each student the opportunity to realise their full potential in their music experience and to promote talent.
- To develop musical skills.
- To develop and train the voice.
- To involve students in music concerts and recitals both in groups and individually.
- To be able to discern and explain different musical styles in their historic context.
- To support musical improvisation by playing and singing.
- To encourage students to take responsibility for themselves, to show responsibility, cooperation and respect for others.

8.3.2 Content



Grade 6 students follow a Music course incorporating materials from the Juilliard Creative Curriculum that integrates practical skills of performance and composition with those of listening and theory. In line with Juilliard principles, all students will learn to play the keyboard in order to develop skills with which to better explore and understand Music. They will also learn to play the keyboard as a performance instrument.

Students will learn the techniques of keyboard playing which will also facilitate their understanding of music theory. To this end it is necessary that students have a keyboard instrument on which to practise at home. The course is completely differentiated and students' progress at an appropriate pace for the individual. Each student is set 3 individually discussed targets each marking period and it is expected that adequate practice is completed at home between lessons in order to achieve these targets.

Students will develop their creative work. Concepts covered, using Juilliard core works, are:

- Pulse, rhythm and metre
- Pitch (melody)
- Programme music and instrumental timbre



9 VISUAL ARTS

Middle School Art is a sequential program. Projects involve the study of different forms of artistic creation in a variety of cultural and historical contexts. Each unit of investigation focuses on relevant new vocabulary and includes higher-order thinking questions to stimulate and encourage understanding and appreciation of the subject. All projects are based on the elements and principles of art, and become increasingly complex as they progress.

9.1 Learning Objectives

- To give all students the opportunity to realise their artistic potential through the experience of the visual arts.
- To promote critical and creative thinking, collaboration and empathy.
- To enable students to express themselves sensitively through art and to promote mindfulness.
- To develop observation, graphic and pictorial sensitivity and autonomy through the work on offer.
- Introduce a variety of artistic techniques and consolidate knowledge and understanding.
- To discover the basic elements of artistic creation (line, form, volume, colour, value, texture and space), as well as the principles of art, enabling the creation of compositions that communicate the artist's intention, whether realistic or imaginary.
- Experiment with drawing in terms of form, values and textures in black and white and colour.
- Review the theory of colour and its practical use with primary and secondary colours and gradations.
- Create form through modelling.

9.2 Content

I. First period of notation

The coloured pencil technique :

- Mixing colours
- Creating a composition with shading

Colour :

- Colour theory, the colour wheel (primary and secondary colours).
- Mixing complementary colours.

Visual communication

- Creating a word-image using shapes, colours and symbols,
- Presenting a visual concept expressing one's identity

The Swiss landscape:

- Discovering the "landscape" genre: composition, different grounds.
- Discover the technique of acrylic painting.
- Mixing colours: using primary colours as a starting point, find their secondary colours, as well as warm colours, cool colours, broken tones and coloured greys.
- Working with colour ranges and space: using atmospheric perspective.
- The different grounds in a landscape and the shades that relate to them according to distance.



- Discovering one-point perspective.

II. Second period of notation

Form through ceramics :

- Master the use of clay to render various textures, using the slab technique.
- Create a volume from an assembly of flat shapes.

Drawing, Form and Texture :

- Drawing from observation (proportion, correctness of form, values, cast and clean shadows, textures).
- Developing a composition based on the repetition of geometric motifs and symmetry (Mandala, Rosace)
- Use line and various repetitive motifs to represent a texture.

Analysis of works, art history and discovery of an artist:

- Observe, analyse and understand how artists use the elements of art to create a composition.
- Discover an artistic movement, the biography of Van Gogh, reproduce a style
- Develop the oil pastel technique

Interdisciplinary imaginary creation:

- Collaborate between art and science to carry out an interdisciplinary project
- Develop creative and innovative ideas,
- Transfer skills and knowledge from one discipline to another, to enhance critical thinking
- Experiment with the watercolour technique

Assessments

Formative (oral and/or written feedback) and summative assessments for each project developed during the year, based on skills, knowledge and understanding of the concepts studied.



10 PHYSICAL EDUCATION

10.1 Learning objectives

- To promote physical activity and competition to help our students become happy members of a healthy and harmonious society.
- To encourage our students to pursue their interests and to have positive experiences that will lead to a healthy and life-long participation in physical activities.
- To initiate the development of a level of physical fitness that will allow our students to lead a healthy and active lifestyle.
- To develop motor skills to enable our students to participate in a broad and balanced range of physical activities.
- To develop knowledge, understanding and appreciation of physical activities and sports that will lead to life-long participation.
- To develop character and personality, the capacity to be cooperative, perseverant and combative yet respectful of others and of the rules.
- To develop self-esteem and to have positive personal experiences through physical activities.
- To foster and develop appreciation and respect for cultural diversity, for the well-being of the school establishment and society in general.
- To assist in the development of a relevant relationship between experiences in physical education and knowledge acquired in other areas of the school curriculum, notably in the teaching of health, hygiene and physiology subjects.
- To recognise how Physical Education has a connection with other school subjects and aspects of the life.

10.2 Content

All lessons begin with a warm-up / fitness segment during which exercises incorporating flexibility, strength-building, coordination and endurance are performed. Explanations of basic exercise physiology, general health, nutrition, sportsmanship and rules are discussed throughout our curriculum.

Ongoing: Physical Conditioning

Low impact challenges covering a wide range of aspects of fitness.

A range of basic training techniques are employed including circuit training, endurance exercises and an introduction to interval work.



A development of all physical aspects through different games.

The Panthers Fitness Challenge includes 12 different fitness challenges performed throughout the year with the top 10 students being celebrated on the leader board.

Week 1 – 6: Soccer

- Basic skill development: passing, dribbling, defending, ball control.
- Team play: rules, etiquette, principles of play, positional play, tactics.
- Small-sided games.
- Section is concluded with a skills test and house tournament.

Week 7: The CDL Mile

Students are required to run a mile in our beautiful Concha garden. Emphasis is put on achieving a personal best, enjoying the surroundings and appreciating feeling of accomplishment on completion. This is one of the 12 aforementioned “Panthers Fitness Challenges”.

Week 8 – 11: Floor Hockey

- Basic skill development: Dribbling, passing, defending, shooting.
- Team play: rules (emphasis on safety), etiquette, principles of play, structures and strategies.
- Small-sided games.
- Section is concluded with skills test and house tournament.

Week 12 – 15: Basketball

- Basic skill development: passing, dribbling, shooting (lay-up & jump shot) pivoting, jump stop, defensive position.
- Team play: rules, defense, fast break, offense fundamentals.
- Games: three on three (half court) & five on five (full court).
- Section is concluded with skills test and tournament.

Week 16 – 20: Gymnastics



- Basic Floor: Rolling, inversion, flight, balance.
- Mini tramp and box: Controlled jumps, tuck / straddle / pike, dive rolls and somersaults for the more advanced students.
- Balance beam: Fluid movement and balance.
- Students are required to harness their own creativity and design their own personal routine on the floor and balance beam.
- Section is completed with an assessment on the three apparatus set-ups.
- The best performing students qualify to compete in our annual gymnastics gala.

Week 21: The 1500m Run

Students are required to run 1500m at the local athletics track. Emphasis is put on achieving a personal best and appreciating the difference between track running and the cross-country running experienced in the CDL mile. This is also one of the 12 aforementioned “Panthers Fitness Challenges”.

Week 22 – 25: Volleyball

- Basic skills development: passing (emphasis on “set”), reception, service.
- Team play: rules, principles of play.
- Small-sided games.
- Section is concluded with skills test and tournament.

Week 26 – 29: Track & Field

- Basic technique development: high jump, long jump, ball throw, sprinting, relays.
- Rules of competition.
- Section is concluded taking scores of all the events and the track & field sports day at the local running track.
- The best performers at the sports day are invited to participate in the local and ultimately national “UBS Kids Cup”.

Week 30 – 32: Racquet Discovery (Badminton / Tennis / Table Tennis)



- A very basic introduction to racquet sports.
- Emphasis on basic grip and body position for shot techniques.
- Students are encouraged to consider joining local clubs if they enjoy the activity.

Week 33 - 36: US Games (Softball / Ultimate Frisbee / Flag Football)

- Basic skill development: catching, throwing, batting.
- Team play

