

Grade 7 Curriculum Guide

2023-24



COLLÈGE DU LÉMAN
École Internationale · Genève

Curriculum Guide Grade 7

1	English.....	4
1.1	Learning Objectives.....	4
1.2	Content.....	4
1.3	English Additional Language (EAL).....	5
1.3.1	A1 Learning Objectives.....	5
1.3.2	A1 Content.....	6
1.3.3	A2 Learning Objectives.....	6
1.3.4	A2 Content.....	6
1.3.5	B1 Learning Objectives.....	7
1.3.6	B1 Content.....	7
2	Mathematics.....	9
2.1	Learning Objectives.....	9
2.2	Content.....	9
3	French.....	10
3.1	Learning Objectives.....	10
3.2	Content.....	10
3.2.1	A1.1.....	10
3.2.2	A1.....	11
3.2.3	A2.1.....	12
3.2.4	A2.....	12
3.2.5	B1.1.....	13
4	Homeroom.....	14
4.1	Learning Objectives.....	14
4.2	Content.....	14
5	Modern and Foreign Language.....	15
5.1	Learning Objectives.....	15
5.2	Content.....	15
6	Science.....	16
6.1	Experimental Sciences.....	16
6.1.1	Learning Objectives.....	16
6.1.2	Content.....	16
6.2	Computer Science.....	16
6.2.1	Learning Objectives.....	16
6.2.2	Content.....	17
7	Humanities.....	18

7.1	History	18
7.1.1	Learning Objectives	18
7.1.2	Content	18
7.2	Geography	18
7.2.1	Learning Objectives	18
7.2.2	Content	19
8	Performing Arts	20
8.1	Dance	20
8.1.1	Learning Objectives	20
8.1.2	Content	20
8.2	Drama	20
8.2.1	Learning Objectives	20
8.2.2	Content	21
8.3	Music	21
8.3.1	Learning Objectives	21
8.3.2	Content	21
9	Visual Arts	23
9.1	Learning Objectives	23
9.2	Content	23
10	Physical Education	25
10.1	Learning Objectives	25
10.2	Content	25

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 emphasise 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; inferential understanding, as well as literal comprehension is expected. Students will also study poetry and a variety of non-fiction texts.

Literature focuses on exposure to texts from different time periods and genres: poetry, novels non-fiction writing and short stories, and basic literary analysis of character, setting, theme and plot. Students will read for pleasure one independently selected book per semester.

Instruction in writing introduces a variety of styles and purposes. Written work includes: analytical and comparative essays, explorative and reflective pieces (travel writing), summaries, and descriptive writing. Emphasis is placed on following thoroughly the writing process, which includes planning and developing, organisation of ideas into a logical structure and revising writing through multiple drafts. Writing focuses on both short pieces and basic five-paragraph essays.

Accuracy and style in writing is developed through:

- Writing clear thesis statements

- Using evidence to support claims
- Practicing using correct punctuation and using punctuation for effect
- Using sophisticated vocabulary
- Writing effective paragraphs (stress on form, main idea to introduce a paragraph, supporting details).
- Using dictionaries and other references.
- Using correct sentence structures (avoiding run-ons and fragments)
- Using a variety of sentence types for effect.
- Drafting
- Creating atmosphere / mood and tone by using a variety of linguistic devices.

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

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.
- To use scientific calculators and computer software.

2.2 Content

- **Number:** adding, subtracting, multiplying and dividing directed numbers, decimals: scales, rounding, adding, subtracting, multiplying, dividing, fractions: adding, subtracting, multiplying, dividing, relationship between decimals and fractions, percent, simplifying ratio, using ratio, proportional quantities, powers, square roots and cube roots.
- **Algebra and Graphing:** Use of letter symbols, simplifying expressions, substitution, making formulae, solving equations, simplifying equations, brackets, interpreting and drawing coordinates, reading and drawing graphs.
- **Angles and Shape:** measuring angles, classifying angles, angles on a straight line, angles round a point, vertically opposite angles, angles of a triangle, parallel lines, circumference and area of a circle, volume of cuboids and compound shapes, capacity. symmetry line and rotational, translation, reflections, rotations and enlargements, line and rotational, translation, reflections, rotations and enlargements.
- **Probability and Statistics:** Theoretical and experimental probabilities, planning investigations and collecting data, bar and pie charts, frequency diagrams, scatter plot diagrams.

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 home town
- Clothes

Grammar

- Nouns and gender
- Pronouns
- Regular and most common irregular verbs conjugation in the present tense
- Definite and indefinite articles
- Directions et 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 city 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

3.2.5 B1.1

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 to 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
- Pluperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

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

- 'Le Petit Prince' by Antoine de Saint-Exupéry
- 'Sans Famille' by Hector Malot
- A personally chosen book

4 HOMEROOM

4.1 Learning Objectives

- To support students in all areas of development: academic, social, organisational 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.

Content

- Organisation
- Digital citizenship
- Effective communication
- Positive mental health
- Study skills

5 MODERN AND FOREIGN LANGUAGE

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

*A1.1 curriculum described in the Grade 6 curriculum guide

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.

Content

- Topics
- Colours
- Clothes
- Parts of the body
- Describing family and friends
- Learning about culture and traditions in target language countries
- Countries and languages
- Telephone calls
- School subjects
- Weather
- Seasons

Grammar

- Enriching and reinforcing basic grammar from level A1.1
- Asking and answering questions about everyday life
- Measuring words
- Verbs
- Particles
- Past and present tense

6 SCIENCE

6.1 Experimental Sciences

6.1.1 Learning Objectives

- To know the most common functions of the human body and the simple principles of the transmission of life.
- To understand the living world beyond its diversity, unity and organization, from the biosphere to the cell.
- To be informed and know how to observe.
- To conduct manipulations, simple experimental set-ups and make measurements.
- To communicate in a scientific field, orally or in writing (which requires mastery of languages in general and the specific scientific language in particular) but also by the scientific drawing.
- To use reasoning methods to classify, connect, and take a scientific approach to critical thinking.
- To develop understanding of healthy lifestyle and that biological functions may be affected by environmental characteristics and some individual or collective behaviour.
- To be able to model concepts based mainly on observation and experimentation.
- To understand the concepts of mixtures and pure substances.
- To consider the three states of matter and the changes associated.
- To understand some characteristics of series circuits and parallel circuits.
- To understand some basics of the magnetic field that surrounds us.
- To understand the origin of natural light with different sources.

6.1.2 Content

- Equipment and laboratory safety
- Atoms, elements and compounds
- Electricity and magnetism
- The digestive system
- Mixtures
- The respiratory and circulatory systems
- Light

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
- Programming skills
- Computers and communication devices
- Community, global, and ethical impacts of new technology on society
- 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 decline of the Roman Empire, legacy and impacts
- The growth of Islam in the Middle East, North Africa and Spain
- The Vikings
- Society in Medieval Europe: feudalism and life in cities
- The Crusades
- The Renaissance (beginning)

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

- Weather and climate
- Population and demographics
- Sustainability and climate change
- Urbanisation
- Coasts
- Asia (with focus on China)

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 start to 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 all students explore ideas related to character development. They define and create appropriate characteristics for a role through a set of improvisations, mimes and scripted activities. They should begin appreciating the fundamental factors which shape and influence the success of a production, and the interdependence of these elements as a real group effort. A theme is chosen for performance with the goal of developing students' skills and creativity within the horizontal curriculum of the IMYC.

Once a play is chosen, a new phase begins: the script is analysed, and auditions are held to cast the play. The group creates the set and chooses costumes. Each student creates his/her role and rehearses it to be as true to the character as possible. There will be a day or night-time performance for each group.

8.3 Music

8.3.1 Learning Objectives

- To develop in all students the skills, knowledge and understanding of music in order for them to become excellent performers, composers and active listeners.
- 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

As part of a collaboration between Nord Anglia and the Juilliard School of New York, a creative music programme which promotes cultural literacy, creativity, critical thinking and collaboration in our students has been developed. It integrates practical skills of performance and composition with those of listening and theory. Throughout the academic year, students will benefit from the resources developed for Juilliard Creative Classroom as well as support from Juilliard Curriculum Specialists. All

students will learn to play the keyboard in order to develop skills with which to better explore and understand music. Through varied activities in the classroom, students will develop a life-long love of music in its many forms.

Students develop their practical skills and will learn the techniques of keyboard playing which will also facilitate their understanding of music theory. The keyboard course is completely differentiated and students progress at an appropriate pace for the individual. Each student is set 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. There will be a keyboard soirée in which all students will be expected to play a solo on the keyboard.

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

- Leitmotifs
- Texture and timbre
- Developing an idea

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.

9.2 Content

I. First period of notation

The elements of art

- Creating images for each element: Line, shape, form, volume, colour, value, texture, and space
- Use a variety of materials (graphite pencils, coloured pencils, felt-tip pens) to interpret the concepts covered.

Perspective with a vanishing point

- Develop the drawing technique needed to create the illusion of three-dimensional space on a two-dimensional surface.
- Understand the concept of depth in a composition, and the different grounds that it is composed of.
- Create an urban landscape using vanishing point perspective.

II. Second period of notation

Observation drawing and values :

- Draw an object or still life from direct observation,

- Use proportions and accuracy of shape to reproduce objects precisely.
- Rendering different values and cast shadows to reflect light, form and textures, using a variety of lines, hatching and shading, as well as different materials.

Lino Printmaking: the art of the multiple

- Discover the technique of reproduction from a relief matrix by reduction.
- Compose an image, break it down by colour, play with ink combinations.
- Explore the notion of authenticity and series.
- Patterns
- Create a repetitive motif from a variety of lines and shapes.

The Néocolor Pastel Technique, and discovering the artist Hundertwasser:

- Observe, analyse and understand how the artist uses the elements of art to create a composition.
- Discover his visionary works of art and his decorative style with its emphasis on nature.
- Develop the Néocolor technique.
- Compose a creative abstract work.

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 assure 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 training techniques are employed including circuit training, endurance exercises and an introduction to interval work.
- 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 / knowledge of the game test and house tournament.

Week 7: The CDL Mile

Students are required to run a mile in our beautiful Concha garden. Emphasis is finding their own pace in which they can conclude the test running, 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 / knowledge of the game test and house tournament.

Week 12 – 15: Basketball

- Basic skill development: passing, dribbling, shooting (lay-up & jump shot) pivoting, jump stop, rebounding, defensive play.
- Team play: rules, defense, fast break, half-court 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

- 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 finding their own pace in which they can conclude the race running, achieving a personal best, enjoying the surroundings and appreciating feeling of accomplishment on completion. This is also one of the 12 aforementioned “Panthers Fitness Challenges”.

Week 22 – 25: Volleyball

- Basic skills development: pass, reception, service, smash, block.
- Team play: rules, principles of play, rotation.
- Small-sided and official 6 V 6 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. Explanation of the official events.
- 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 different 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: Safety, rules, tactics, principles of play.