

**KEY STAGE 3**  
**at**  
**The British School - Muscat**

**Curriculum Information and  
Subject Guides for KS3 Students**

# The KS3 English Curriculum

Students' abilities in English will be developed within an integrated programme of *Speaking and Listening, Reading and Writing*.

## **Speaking and Listening**

Pupils will adapt their style to suit different audiences and purposes so that listeners can follow their line of argument clearly. They will use techniques such as pace, gesture, anecdotes and visual aids to make their speaking colourful and lively. Pupils will learn how to listen carefully picking out the main points of what a speaker is saying as well as the details and any underlying inferred meaning. Pupils will play an active, helpful role in group discussions as well as pair work. Pupils will learn how to convey different emotions and moods through drama, and write and act in plays. These activities will occur naturally within English lessons, but there will also be a separate Drama lesson each week, taken by a specialist teacher. Pupils will learn about language changes in different situations, about the development of the English language and its importance in the world, as well as the differences between speech and writing.

## **Reading**

Pupils will read a wide range of plays, poems and books, both fiction and non fiction, including:

- At least one play by Shakespeare
- Works of fiction and poetry from different times, including works by contemporary writers
- Drama, fiction and poetry by writers from different cultures
- Non-fiction writing (for example, diaries, travel writing and science writing)

Pupils will learn how to get more out of reading, uncovering different layers of meaning and understanding about how writing can be open to different interpretations. Pupils will appreciate the full scope and richness of complete novels, plays and poems and begin to explore how writers make up plots and characters, realising that the viewpoints of a character in a story may not necessarily be the same as an author's. Pupils will compare different styles and themes in writing from the English literary heritage and from different cultures.

The non-fiction texts pupils study includes information and reference texts. They will also look at how text can be presented in different kinds of media. For example, they may explore how words and images work together in magazines or television advertisements, or look at how a film based on a novel compares with the original text.

## **Writing**

Pupils will draw on their experience of good fiction and non-fiction to compose original stories, poems, scripts, articles, brochures and reviews. They learn how to use different styles of writing to suit their purposes and to meet the needs of different readers. Pupils will further develop their knowledge of grammar, spelling and punctuation, learning how to proofread their work, judge how successful it is and redraft accordingly.

**Around age 14, most pupils are able to:**

### **Speaking and Listening**

- Adapt their style of their speaking to suit different situations, purposes and audiences.
- Hold the interest of listeners by varying their expression and vocabulary.
- Take an active role in discussion work while being sensitive to the feelings and opinions of other people.
- Use standard English fluently in formal situations.
- Take on and sustain a role in drama e.g. speak as a character from a novel or play.

### **Reading**

- Find different layers of meaning in texts and comment upon them.
- Discuss their views and feelings about works of literature, drawing on examples from the text.
- Refer to different aspects of a piece of writing, such as structure and theme, to justify their views about it.
- Summarise information they have gathered from different sources and compare this.
- Explain how a text has been written and how effective the author has been.

### **Writing**

- Write in a way that captures the reader's interest.
- Write in different styles for different audiences and purposes.
- Structure their work clearly and thoughtfully.
- Use different sentence structures and a varied vocabulary to improve the clarity and appeal of their work.
- Organise their ideas into paragraphs.
- Spell and punctuate their writing accurately most of the time.
- Write neatly and legibly, and present writing attractively using ICT.

# KS3 Modern Foreign Languages

(German and French)

Students are asked to study two languages, French or German.

Examples of some of the topics covered are as follows:

<ul style="list-style-type: none"><li>• Greetings</li><li>• Names</li><li>• Asking how people feel</li><li>• Asking where people live</li><li>• Colours</li><li>• Flags</li><li>• Talking about towns and where they are</li><li>• The alphabet</li><li>• Verbs in singular</li><li>• Weather</li><li>• Days/date</li><li>• Months</li><li>• Telling time</li><li>• School timetable</li><li>• Subjects</li><li>• Likes / Dislikes</li><li>• French/German school system</li><li>• Understanding</li><li>• Giving directions</li><li>• Describing a town/village</li></ul>	<ul style="list-style-type: none"><li>• Numbers 1-100</li><li>• Age, birthdays</li><li>• School equipment</li><li>• Plurals</li><li>• Family</li><li>• Describing people and saying their names</li><li>• Pets</li><li>• Verbs in plural (present time)</li><li>• Talking about leisure and hobbies</li><li>• Using verbs in the plural</li><li>• Writing to a pen pal</li><li>• Describing festivals in French/German speaking countries</li><li>• Talking about what you like to eat for breakfast, lunch, dinner</li><li>• Mealtime phrases</li><li>• Buying a snack</li><li>• Describing your favourite foods</li><li>• Healthy foods</li></ul>
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# The KS3 Geography Curriculum

We all make a mark on where we live, and where we live leaves its mark on us. Learning about our lives and the impact they have on the environment is central to the Geography at Key Stage 3.

The units of study for Key Stage 3 in 2006/2007 are:

Year 7	Year 8	Year 9
Map skills	Coasts	World Development
Weather and Climate	Population	Inquiry into migration and development in Oman.
Settlement and Shopping	Resources	Earthquakes
Rivers	Ecosystems	Volcanoes
Flooding	Economic Activity: Global Fashion Industry and World Sport.	Tourism

The Key Stage 3 Geography curriculum is aimed at developing the pupils' **Geographical knowledge** and **Geographical skills**. Pupils will focus on a wide range of examples and locations from Oman, UK and the rest of the world. Each year, the topics give a balance of **Physical Geography** (such as coasts) and **Human Geography** (such as Population). From Year 8, pupils will also study **Environmental Geography** in more depth, such as their inquiry into "The Future of Antarctica" in the ecosystems unit.

As pupils move into Year 9, they will be focusing on their **progression into GCSE**. A key area is their "Inquiry into migration and development in Oman", which gives pupils the skills necessary to be able to excel in their GCSE coursework when they are in Year 11.

Throughout Key Stage 3, we try to study in a range of **learning styles**, from written bookwork to debates and role-plays or graphical and ICT-based. Where appropriate, learning can be individual, pair or in small groups.

We have a range of textbooks and resources that range from Foundation level to core level as well as to the "**gifted and talented** pupils".

**Assessment** is done regularly at the end of each unit. Assessments are either a written test or an extended piece of writing.

**Students learn to use Geographical Skills to find out about:**

- **Different places:** the study of spatial contrasts and the reasons for them is an important recurrent theme.
- **Patterns in natural and human environments** and what causes them (for example, why different kinds of housing are found in different parts of cities; why it rains more in the UK than in Oman).
- **How environments change**, the ways in which they are actually managed and ways in which they can be looked after and managed **sustainably**.

### Countries

Throughout Key Stage 3 students study selected examples from many different countries and regions including Oman and the Gulf region, Europe including the UK and the Netherlands, and the wider world, such as India, Malaysia and China.

### Themes

- **Weather and climate** – the difference between them, and how and why they differ from place to place.
- **Ecosystems** – the different conditions that allow different types of plants and animals to adapt to their conditions, and how people can upset the balance.
- **Populations** – where people live, and how and why populations change in size, providing a foundation for the ‘development issues’ unit in Year 9. We also investigate the impact of a growing world population on the world’s finite resources.
- **Settlements** – different types, for example, market towns, seaside towns, commuter villages, and how and why settlements change and the effect of these changes. Attached to this unit is a study of **Shopping** and its place in the growth of settlements.
- **Economic Activity – the Global Fashion Industry and World Sport** - the different categories of ‘economic activity’; how and why the locations of activities change, and the effects of these changes, especially in the global fashion industry.
- **Environmental issues** – the process in which environments may be damaged or improved, and how people try to manage them sustainably.
- **Resource issues** – how people use and manage natural resources such as oil and water, and how this affects the environment. Energy production and its impacts.
- **Tectonic processes:** Earthquakes and Volcanoes – how and why earthquakes and volcanic eruptions occur, and how they affect landscapes and people.
- **Rivers and Coastlines** – this returns to the concept of nature shaping the landscape with the emphasis on water: waves and rivers. The fourth agent of erosion (ice, through glaciation) is introduced at GCSE.
- **Flooding** – this research based unit in Year 7 investigates the impact of **river management** and the **hazard** of flooding which is arguably Oman’s major natural hazard.

- **Tourism** – the world’s biggest industry and still growing, especially as it is a major economic growth area in Oman with a wide range of positive and negative impacts on the country we live in.

Students learn about these themes at different scales – local, regional, national, international and global – and in different parts of the world (see above). They carry out fieldwork investigations outside the classroom (for example, microclimates in the school grounds).

**Around age 14, most pupils are able to:**

- **Describe and explain** some of the ways that the natural and human worlds interact with each other.
- Understand how places are **dependent** on each other.
- Understand how natural and human processes lead to **changes** in places.
- Understand how the **views and opinions** of different groups of people may make them respond in different ways to the same issues.
- Ask relevant **questions** and organize their own investigations.
- **Present** their findings clearly and appropriately for their target audience.
- Base their **conclusions** on evidence.

# The KS3 History Curriculum

History is a study of the past and how people and events have shaped the modern world. In your History classes you will use a variety of sources, both written and audio-visual, to piece together a vivid picture of how previous generations thought, behaved and influenced the world around them. History is all around us: in the buildings left behind, in the very different systems of law and government that exist across the globe and in the knowledge and inventions that we today take for granted. The study of History cuts across your other subjects: from the study of great scientists of the past to the political, religious and economic origins of a major war; from a study of works of art representative of a past age and culture to an appreciation of propaganda in films and photographs.

It is a simple fact, but 'to understand your past is to understand the present'. History teaches you to think clearly and to argue critically. You will develop written and oral skills that will assist you in your present and future lives.

**The topics for Key Stage 3 are:**

HISTORY		
Year 7	Year 8	Year 9
An introductory skills unit	The making of the United Kingdom 1500-1750	The causes, events and impact of World War I
Medieval Britain in a European context and a study of the Medieval Islamic world	Industry, trade, health and housing in the 19 <sup>th</sup> century	World War II 20 <sup>th</sup> Century Dictators

# The KS3 ICT Curriculum

In Years 7 and 8, the ICT Department follows the QCA scheme of work.

## **Aims and purposes of ICT**

ICT offers opportunities for pupils to:

- prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT;
- develop initiative and independent learning skills;
- gain rapid access to ideas and experiences from a wide range of people, communities and cultures.

## **Content of ICT at key stage 3**

In ICT, pupils acquire and apply knowledge and understanding of:

- the quality and reliability of information and how to access and combine increasing amounts of information;
- a range of increasingly complex tasks using a variety of ICT tools;
- how ICT can help their work in other subjects, developing their ability to judge when and how to use ICT and where it has limitations;
- the application and use of ICT in the outside world.

These are acquired through four aspects of ICT study:

- finding things out;
- developing ideas and making things happen;
- exchanging and sharing information;
- reviewing, modifying and evaluating work as it progresses.

## **Expected levels of attainment**

The national curriculum for ICT contains level descriptions for attainment in each of four attainment targets.

Although level 4 is the expected attainment of pupils at the end of key stage 2, the scheme of work takes account of the fact that some pupils will be working at level 3 and others at level 5 when they start key stage 3. After a year most pupils should have progressed by about half a level and by the end of key stage 3 by a level and a half. So, most pupils who started at level 4 will have progressed to level 5.5.

## Year 9

In 2006 we introduced the DiDA qualification for the first time. DiDA stands for 'Diploma in Digital Applications' and is a revolutionary suite of paperless qualifications from Edexcel that focuses on the practical application of technology.

Although in the UK this is offered as key stage 4 qualification leading to one or more GCSEs, we have decided to offer the AiDA (Award in Digital Applications) qualification to all Year 9 at the British School. The AiDA qualification is worth one GCSE in ICT.

AiDA is designed to:

- develop students' ability to select and use digital applications appropriately and produce high quality outcomes;
- promote the use of digital applications for achieving a goal, rather than for their own sake;
- enhance creativity and communication;
- equip students with some of the skills that they will need in the workplace or in further education or training;
- develop project management skills;
- free students' work from paper, making it organised, searchable, dynamic and transportable; and
- encourage students to reflect critically on their own and others' use of digital applications.

The award is assessed through the design, creation and use of an eportfolio which is used to showcase student work. There is no external exam. Instead, eportfolios are marked internally and then sent to the exam board for moderation in May.

# The KS3 Science Curriculum

## Aims and purposes of science

At key stage 3 Science offers opportunities for pupils to:

- Build on their scientific knowledge and understanding from key stage 2 and make connections between different areas of science;
- Use scientific ideas and models to explain phenomena and events;
- Understand a range of familiar applications of science;
- Think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;
- Carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- Communicate what they did and its significance;
- Learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

## Content

In the programme of study for science, the content is set out in a sequence of statements covering:

Scientific enquiry (Sc1);

Life processes and living things (Sc2);

- Describe the main functions of human organs (for example, the lungs)
- Describe the main stages of the life cycle of humans and flowering plants, saying how they are similar and different
- Understand why classifying animals and plants is valuable
- Explain how environmental conditions (for example, the amount of light or water) affect where different kinds of animals and plants can live

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Materials and their properties (Sc3);

- Describe some properties of metals (for example, all metals conduct electricity) and use these to sort metals from other solid metals
- Describe how changes such as evaporation take place
- Use their knowledge about how a particular mixture can be separated to suggest ways to separate other mixtures (for example, oil and water)

Physical processes (Sc4).

- Use ideas about physical processes to explain how to make a range of changes (for example, we can increase the current in a circuit by using a larger battery, or reduce the loudness of a sound with insulation)
- Use abstract ideas to describe familiar things (for example, 'forces are balanced when an object is stationary')
- Use their knowledge of simple models to explain effects caused by the movement of the Earth (for example, the length of a day or of a year).

### **Expected levels of attainment**

The national curriculum for science contains level descriptions for attainment in each of four attainment targets.

Although level 4 is the expected attainment of pupils at the end of key stage 2, the scheme of work takes account of the fact that some pupils will be working at level 3 and others at level 5 when they start key stage 3. After a year most pupils should have progressed by about half a level and by the end of key stage 3 by a level and a half. So, most pupils who started at level 4/5 will have progressed to level 6.

The table below shows how the expectations of pupils at the end of each unit relate to national curriculum levels. The scheme of work is designed to be challenging and to raise expectations.

Level 6, which is the expected attainment of most pupils at the end of year 9, is therefore slightly above the expectations in the national curriculum, which are pitched at levels 5/6. The purpose is to give teachers and pupils challenging targets while recognising that not all pupils will reach this standard.

#### Attainment levels during each year of key stage 3

<b>Year</b>	<b>Less progress</b>	<b>Most pupils</b>	<b>More progress</b>
7	3/4	4/5	6
8	4	5	6/7
9	4/5	6	7/8

# The KS3 Design Technology Curriculum

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve the quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.

They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through Design and Technology, all pupils can become discriminating and informed users of products, and become innovators.

## Why do schools teach Design and Technology?

A video recorder that's easy to programme or a desk that's just right for the home computer...good design makes things easier and more enjoyable to use. Design and Technology lessons give pupils the opportunity to investigate how well familiar products and objects actually work, and who they're really aimed at. By answering questions such as 'Is this the right tool for the job?' they learn how to solve practical problems skilfully, creatively and with imagination.

Pupils are taught to:

- Look at products to see how they work, how they are used, whether they meet their users need, whether they use materials efficiently, and what environmental impacts the products might have
- Practise practical skills and tasks, such as moulding and forming
- Design and create their own products. Before starting a project, pupils think carefully about what they have been asked to do, and how to meet the needs of the end user. Pupils learn to plan their projects responsibly, making their own decisions about how best to use time, money and resources, using computers at various stages in their work, and working in teams when the project is suitable. They can also test the properties of materials to see how they can be best used. The products use plastics, metal, wood as well as electrical and electronic parts. They develop their graphics and communication skills.

Pupils at this age are learning to design and make proper, working products. Although these will usually be one-off, they also compare their work with mass production techniques. For example, in a project about researching and designing a new kind of kite, they might make a kite using traditional materials, and then compare the results from a ready made kite, and finally, after research into mass kite production, plan a small batch production method.

## **Targets for every pupil**

### **Around age 14, most pupils are able to:**

- Draw on different sources of information (for example, pupils might conduct a case study into the properties of a new material, such as solar panels, and use their findings to inform their design of an electrical device)
- Make models and drawings to develop their design ideas, and communicate them to others
- Plan design projects carefully
- Draw up a list of aims and features for their designs (taking into account the needs of the user, environmental issues and health and safety issues) when planning a project
- Show that they understand the characteristics of the materials and equipment they work with
- Check their work as it progresses and change their approach if necessary
- Test their products, judging how well they work and whether they could have made them more efficiently
- Check that they have made good use of information sources.

# The KS3 Physical Education Curriculum

The curriculum in Years 7-9 builds upon the foundation work from the two previous Key Stages. It is our belief that we should be continually striving to enhance the quality of life of our students through the realisation of the highest possible individual and group standards in a wide range of motivating, challenging and enjoyable physical activities.

There are three main aims: -

- To encourage maximum development through participation in, and enjoyment of, progressive instruction and competition.
- To educate children to enjoy active participation in leisure pursuits.
- To encourage mental, physical, social and emotional development through the medium of physical activity.

The objectives of the Department are: -

- To strive for maximum activity and participation and encourage its continuation.
- To present students with opportunities in which they can experience their own reactions and responses to structured, physical, psychological and social situations.
- To encourage as strongly as possible positive self-motivation, not only towards health and exercise.
- To encourage the recognition of physical skills within themselves and in others, and to appreciate them.
- To convey an understanding of the principles which underpin the development of techniques and skills.
- To develop an awareness and appreciation of the social requirements and responsibilities of various physical activities.
- To develop an awareness and concern with health related fitness in its widest sense and its relevance for the wider community.

A wide range of activities includes athletics, hockey, netball, football, badminton, dance, swimming and gymnastics.

## Why do schools teach physical education?

Whether regular exercise is swimming or an afternoon kick-around, we know that keeping fit is important these days, and physical education, or PE, is where pupils learn key life skills like teamwork, co-operation and the spirit of competition. PE aims to show pupils that we all need exercise and we can all enjoy one variety or another, vital messages to help students lead active and healthy lives as they grow up.

*“To see young people growing in physical skills, self-confidence and self worth is a truly enriching experience. Nowhere in school is it more visible than in PE”*

*Duncan Goodhew (Swimmer)*

*“Exercise activates your brain and gives you energy for everything else, the energy to be enthusiastic about your work. Therefore, all your schoolwork will gain from P.E.”*

*Darcy Bussell (Dancer – Royal Ballet)*

### **Between the ages of 11 and 14, all pupils will learn about:**

- Games – striking/fielding games (for example, softball and cricket), invasion games (for example, basketball and water polo) and net/wall games (for example, badminton and tennis).
- Dance – creating and performing dances in a range of styles from different times and cultures
- Gymnastics – creating and performing patterns of movement in different gymnastic styles, on the floor and using apparatus
- Swimming and water safety – using a range of strokes such as front crawl, back crawl and breaststroke. Pupils are also taught personal survival skills and some life-saving skills
- Athletics – including running (long and short distances, sometimes over hurdles), jumping (for height and for distance) and throwing (shot, javelin, discus)

By taking part in these activities, pupils develop their skills and techniques, learning to use them confidently in different activities. They understand the principles that make a performance effective and apply them to their work. They take responsibility for their personal development, making decisions about what to do to improve their performance. At this age pupils also begin to choose which activities they want to be involved in and try out a variety of roles, such as leader and official.

### **Around age 14, most pupils are able to:**

- Put together different skills and techniques they have learned with their own ideas to suit different physical activities
- Perform physical activities fluently and with control
- Use strategy, taking into account their own and others strengths and weaknesses
- Analyse their own and others performances and suggest ways to improve them
- Warm up before activities and cool down after them
- Explain how different types of exercise help their fitness and health

# The KS3 Mathematics Curriculum

Mathematics equips pupils with a powerful set of tools to understand the World. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways.

During Key Stage 3 pupils work with increasing confidence and flexibility to solve unfamiliar problems. This course enables students to:

- Develop a positive attitude to mathematics, and apply mathematics in everyday situations whilst developing an understanding of the role which it has in the world around them.
- Work co-operatively, independently, practically and be able to carry out investigations.
- Develop an ability to apply mathematics in other subjects

In Key Stage 3 students follow the National Numeracy Framework (UK). Each year is set into ability groups in order to maximise the learning experience of each student as an individual. All students will take the Key Stage 3 SATs papers near the end of Year 9. This examination is externally marked and a National Curriculum level is awarded to each student.

## Pupils are taught:

**Number and Algebra** - This includes numbers and the number system, calculations, ways of solving problems, algebra.

**Shape, Space and Measure** - This includes shapes and co-ordinates, constructing shapes (geometry) and measurement.

**Handling Data** - This includes working out which questions can be answered by collecting data, processing it and working out what it tells us in answer to the original questions.

## Around age 14, most pupils are able to:

### Using and applying mathematics

- Plan how to tackle a problem, including working out what information they need
- Solve complex problems by breaking them into smaller, more manageable tasks
- Describe mathematical situations using symbols, words and diagrams
- Link their solutions to the initial problem and present them to a sensible degree of accuracy
- Explain their reasoning and begin to give mathematical justifications for their solutions

### Number and Algebra

- In their heads, do some calculations involving decimals, fractions, percentages, factors, powers and roots
- Multiply and divide any whole number by 10,100 and other powers of 10
- Estimate and approximate answers to calculations
- Use standard written methods of addition, subtraction, multiplication and division involving whole numbers, decimals and fractions
- Give one number as a fraction or percentage of another
- Use efficient methods to add, subtract, multiply and divide fractions

- Find and use prime factors of numbers
- Use calculators efficiently and interpret the display in context of the problem; use the constant, the sign change key (+/-, pi  $\pi$ ), function keys for powers ( $xy$  or  $y^x$ ), roots ( $x$ ) and fractions ( $x/y$ ), use brackets and calculator memory
- Use index notation and simple instances of index laws (know for example, that  $2^2 \times 2^3 = 2^5$  and  $2^6 \div 2^2 = 2^4$ )
- Set up and use equations and their graphs to solve word problems
- Simplify and transform algebraic expressions, knowing how to substitute positive and negative numbers for symbols
- Generate terms of a sequence and use algebra to describe the  $n$ th term of a simple sequence
- Begin to use trial and improvement methodically, to find rough solutions to equations such as  $x^3 - x = 100$

### **Shape, Space and Measure**

- Use a ruler, protractor and compasses to construct lines, angles and two dimensional or three dimensional shapes
- Use the properties of straight sided shapes, and intersecting and parallel lines to solve problems
- Recognise when two triangles are congruent
- Know and use formulae to calculate:
  - the circumference and areas of circles
  - Areas of straight-sided shapes
  - Volumes of cuboids
- Use two dimensional diagrams to analyse three-dimensional shapes
- Rotate, reflect, translate and enlarge two-dimensional shapes and understand how these transformations affect their sides, angle and position
- Write instructions for a computer to generate and transform shapes and paths

### **Handling Data**

- Design a survey or experiment
- Gather the data they need from different sources (for example, from tables, lists and computer sources)
- Choose the right kind of graph to show the data they have gathered
- Summarise raw data using range and measures of average
- Interpret graphs and diagrams and draw conclusions
- Calculate probabilities and solve problems in situations where there are a limited numbers of equally likely outcomes (for example, when rolling a dice)
- Estimate probabilities from data gathered in experiments

# The KS3 Drama Curriculum

The Drama course aims to develop the imagination and artistic awareness of all students; it increases social awareness, mental awareness, and fluency of speech, self-knowledge, self-respect, self-discipline and confidence.

The KS3 schemes of work at The British School - Muscat reflects the requirements of the KS4 National Curriculum and PSHE issues. It is the Drama Department's hope that many of the students will choose to take the study of Drama on to GCSE, so the lessons provide the students with the following skills:

**Exploration:** To be able to use a range of strategies, such as tableaux, hot seating, thought-tracking and forum theatre in order to explore the themes and issues arising in the schemes of work.

**Drama Skills:** Students must have the opportunity to develop a range of skills associated with performance. These include skills such as use of space, movement, voice and gesture as well as spontaneous and polished improvisation, mime, frozen tableaux, dance - drama, scripting, devised theatre.

**Drama Form:** Students must be able to recognise, reflect on and use a range of elements of the drama form such as characterization, symbolization, use of rhythm, pace and tempo. They need to know how dramatic tension is created.

**Performance:** Students develop the skills to present a performance, incorporating music, lighting and costume.

**Reflecting and Recording:** Throughout the year, students perform pieces each term with accompanying written work. They each have a drama folder where their progress is monitored and their marks written. All final performances will be open to audiences in school.

## Years 7, 8, 9

Term 1	Introductory module	Improvisation module
	<ul style="list-style-type: none"><li>Year 7 – Fairy Tales</li><li>Year 8 – Music as a stimulus</li><li>Year 9 – Relationships</li></ul>	
Term 2	Devised Theatre module	
	<ul style="list-style-type: none"><li>Year 7 – Growing up</li><li>Year 8 – Sweatshops</li><li>Year 9 – Bullying</li></ul>	
Term 3	Script module	
	<ul style="list-style-type: none"><li>Year 7 – Phantom and Elephant Man</li><li>Year 8 – Harold Pinter</li><li>Year 9 – Greek Theatre - Oedipus</li></ul>	

# The KS3 Music Curriculum

Throughout Key Stage 3 students' understanding and enjoyment of music will be developed through activities that bring together the elements of performing, composing, listening and appraising.

All students will be given opportunities to control sounds made by the voice and by a range of tuned and untuned instruments, perform with others, compose in response to a variety of stimuli, explore a range of resources and communicate musical ideas to others.

In addition, students will be taught to listen to and develop an understanding of music from different times and places and respond to and evaluate musical performances, including their own and others' compositions.

**Around age 14, most pupils are able to:**

- Pick out the characteristics of different styles of music, and recognise how one type of music can influence another
- Use musical features (such as timbre and tempo) confidently and expressively in their performances
- Make changes to their own performance to fit in better with a group performance
- Re-create, improvise and compose music in different styles
- Use suitable music notation when planning or revising compositions
- Explore how venue, occasion and performance affect the way music is created, reformed and heard
- Improve their own and other's work

The National Curriculum is followed in all Music lessons and consists of: Performing, Composing, Listening and Appraising.

## ***Performing & Composing.***

Students will sing and play by ear, from memory, as well as from written music; plan, rehearse, direct and present performances; use sounds to create an atmosphere or intended effect. They will be taught how to improvise, explore and develop musical ideas when performing.

## ***Listening & Appraising.***

Students will learn to identify different musical combinations for example, orchestras and choirs or dance band and string ensemble. They will also learn about different styles of music like opera, ballet and jazz. They will listen to music from different times and places, and understand different conventions, styles and traditions; use direct musical terms when talking or writing about music. Students are encouraged to listen and study music from all around the world. They will also learn to use music technology, for instance, keyboards and sequencers. Students will also learn different ways of creating and recording sounds.

# The KS3 Art and Design Curriculum

## Art and Design at Key Stage Three offers opportunities for pupils to:

- develop their creativity and imagination through visual, tactile and sensory experiences;
- develop practical, technical and critical skills and use visual and tactile language to communicate their ideas, feelings and meanings;
- learn to make value judgements and aesthetic and practical decisions;
- explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of art, craft and design.

## In Art and Design, pupils develop skills in order to be able to:

- explore and develop their ideas;
- investigate and make art, craft and design;
- evaluate and develop their work.

## Pupils acquire and apply knowledge and understanding of:

- the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences;
- codes and conventions and how these are used to represent ideas, beliefs and values in works of art, craft and design;
- continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world.

<b>Autumn Term – FIGURATIVE</b>		
<b>UNIT 7A PERSONAL IDENTITY</b>	<b>UNIT 8A MOVEMENT</b>	<b>UNIT 9A EMOTIONS</b>
Explore through drawing and digital photography different aspects of their own identity. Design work and construction of 3-D modelled masks. <i>References to artists such as Archimboldo, Holbein, Titian, Rembrandt, Ethnic Masks</i>	Explore through drawing and ICT, different approaches to movement of the figure. Lino printing methods used to produce wrapping paper. <i>References to artists such as Leonardo, Muybridge, Marey, Duchamp, and the Futurists</i>	Explore through drawing and digital photography aspects of expressive portraits. Large scale pastel and painted distorted emotional portraits. <i>References to artists such as Leonardo, Carravaggio, Munch, Bacon, Freud, J. Opie</i>

**Spring Term – LANDSCAPE**

<b>UNIT 7B INSIDE &amp; OUTSIDE</b>	<b>UNIT 8B OMANI LANDSCAPES</b>	<b>UNIT 9B NATURAL ENVIRONMENT</b>
<p>Drawing using perspective and exploring Islamic architectural styles. Leading to design work for incised and applied clay decorated tiles.</p> <p><i>References to artists such as Canaletto, Wren, Mackintosh, Gaudi, Persian design motifs</i></p>	<p>Looking at different ways to record Omani landscapes. Design work used to create a clay slab-formed surface textured landscape vessel.</p> <p><i>References to artists such as Burri, Keifer, Tatlin, Ernst, Phillip Hughes, Hockney</i></p>	<p>Looking at ways to observe natural form objects in the environment. Leading to designs for clay free-form slab and coil natural form vessels.</p> <p><i>References to artists such as O'Keefe, Emily Carr, Victorian Majolica, Contemporary crafts</i></p>
<b>UNIT 7C FAUVISM</b>	<b>UNIT 8C POST IMPRESSIONISM</b>	<b>UNIT 9C CUBISM</b>
<p>Primary, secondary and tertiary colour mixing. Using techniques and styles of 'The Fauves Group' to produce a painted still life composition.</p> <p><i>References to artists such as the Fauves group: Matisse, Derrain, Vlaminck</i></p>	<p>Experimenting with graduated colour mixing. Using painting and composition techniques of Cezanne and Van Gogh to produce a painted still life.</p> <p><i>References to artists such as the Post Impressionists: Van Gogh, Cezanne, Gauguin</i></p>	<p>Experimenting with drawing shape and form using various drawing systems. Looking at 'Cubism' theory, leading to a still life cubist composition.</p> <p><i>References to artists such as Morandi, Thiebaud. Cubists: Gris, Braque and Picasso</i></p>