



INTERNATIONAL SCHOOL OF FLORENCE CURRICULUM FOR GRADES 6 - 10

At ISF, students in Grades 6-8 follow one of 2 programmes, the International or Italian Programme. Two-thirds of the MS programme is the same for all students where they are taught in mixed ability groups. The other third of the programme is either Italian Studies consisting of Italian, matematica & scienza, storia & geografia leading to the Terza Media Exam, or international studies in Italian language, maths and social studies. In Grades 9 & 10 students are all taught in mixed ability groups with the exception of languages, where the class is matched to the students' level of ability.

The table below shows the lesson breakdown by subject and number of lessons per 2 week cycle. Each lesson is 40 minutes, although practical subjects are mainly taught as double lessons of 80 minutes.

INTERNATIONAL PROGRAMME	ITALIAN PROGRAMME	LESSONS GRADES 6 - 8	LESSONS GRADES 9 & 10
Italian Beginners, Intermediate, Advanced	Italiano	9	9
Maths	Matematica & Scienza	11	11
Social Studies	Storia & Geografia	9	10
Science		10	10
English		9	10
French/Spanish		8	10
Physical Education		8	8
Art		4	8 LESSONS PER CYCLE ON A TRIMESTER ROTATION
Theatre		4	
Music		4	
Wellbeing		2	2

CURRICULUM CONTENT GRADES 6-8

This table illustrates the content covered in all subject areas. The Italian programme is highlighted in yellow and the international programme in green. All other subjects are taught to all students in mixed ability groups.

SUBJECT	GRADE 6	GRADE 7	GRADE 8
MATEMATICA & SCIENZA	Grafici, operazioni aritmetiche e espressioni, Potenze, Numeri relativi, Multipli e divisori, Grandezze e misure, I fondamenti della geometria, Angoli e rette, Poligoni, Triangoli e Quadrilateri.	Frazioni, Rapporti e Proporzioni, Statistica e Probabilità, Aree di Poligoni, Il teorema di Pitagora, Circonferenza e Cerchio.	Calcolo letterale, Equazioni, Il piano cartesiano, Geometria solida, Area e volume di poliedri e solidi di rotazione. L'Universo ed il Sistema Solare, Terra e Luna, Vulcani e terremoti, La genetica.
STORIA & GEOGRAFIA	Il periodo storico di riferimento va dal crollo dell'impero Romano al Rinascimento. Gli studenti si concentreranno prevalentemente sullo studio dei contenuti e sull'esercizio orale, oltre ad acquisire un nuovo metodo di studio. A geografia si studieranno gli aspetti geografici dell'Italia e delle regioni italiane.	A storia, si studierà il periodo che va dalle Esplorazioni geografiche al Risorgimento italiano. A geografia gli studenti studieranno le regioni europee con accenni all'Unione Europea e ai settori economici.	A storia, si studierà dal Risorgimento al secondo dopoguerra. A geografia si affronteranno tematiche che riguardano il fenomeno della globalizzazione, problematiche globali e lo studio dei continenti.
ITALIAN PROGRAMME ITALIAN	Epica: lettura e analisi di Iliade, Odissea e Eneide. Antologia: Testo narrativo, testo descrittivo, Fiaba, Favola, primi elementi della poesia e del teatro. Particolare attenzione viene data allo sviluppo della lingua scritta e orale, all'apprendimento dei diversi metodi di studio e alla capacità di lavoro di gruppo.	Letteratura: si comincia lo studio della letteratura italiana a partire dal 1200, particolare attenzione allo studio di Dante, Petrarca e Boccaccio. Antologia: Studio dei vari generi letterari, tra cui giallo e horror. Approfondimento dello studio della poesia e del teatro.	Letteratura: Studio della letteratura italiana dal 1800, con particolare attenzione alla connessione fra letteratura e vita quotidiana. Antologia: lettura di brani antologici utili alla preparazione dell'esame a cui verrà posta particolare attenzione anche nella stesura dell'approfondimento personale.
MATHS	Operation with Fractions and Decimals, Linear Equations and Inequalities, Ratios and Percentages, Area and Volume	Ratios and Proportions, Manipulate Algebraic Expressions, Statistics and Simple Probability, Angles Properties, Circle and Circumference	Linear Models and Functions, Systems of Equations, Pythagoras, Similar Shapes, Volume and Surface Area of 3D Shapes
SOCIAL STUDIES	Introduction to Geography Human prehistory Mesopotamia and ancient Egypt Kush, Nubia, Ashtum, and other African kingdoms	Geography of Asia, ancient China, and the Silk Road Ancient Greece The rise and fall of the Roman Empire	The Islamic world: culture of innovations The Crusades The Renaissance The Scientific Revolution

	Sustainable Tourism		The Age of Exploration
FRENCH/SPANISH/ITALIAN BEGINNER/INTERMEDIATE/ADVANCED	Develop a basic competence in oral and written language in many contexts and situations. Communicate in everyday situations. Have knowledge of grammatical structures. Learn and experience the main cultural aspects.	Consolidate acquired competence on a pre-intermediate level, both orally and written in many contexts and situations. Communicate in various situations. Improve knowledge of grammatical structures. Learn and experience other cultural aspects.	Extend acquired competence on an intermediate level, both orally and written in many other contexts and situations. Communicate in particular situations. Improve knowledge of more advanced grammatical structures. Learn and experience particular cultural aspects. Short novels.
ENGLISH (LANGUAGE AND LITERATURE)	<p>Texts: <i>Holes</i> <i>The Boy Who Harnessed the Wind</i> <i>A Monster Calls</i> <i>Blood Brothers</i></p> <p>Short Stories Informational Texts Poetry</p>	<p>Texts: <i>Roll of Thunder, Hear My Cry</i> <i>Julius Caesar</i> <i>The Merchant of Venice</i> <i>The Curious Incident of the Dog in the Night-time</i> <i>A Christmas Carol</i></p> <p>Short Stories Informational Texts Poetry</p>	<p>Texts: <i>Lord of the Flies</i> <i>Romeo and Juliet</i></p> <p>Short Stories Informational Texts Poetry Media and Persuasive Language</p>
Theatre	<p>Singapore Trip</p> <ul style="list-style-type: none"> - Introduce the term 'tableaux' - To use the skills taught to create a group presentation. - Negotiate working in a group to create a short performance - Enhance class cooperation through group work - Explore basic voice and movement skills - Raise awareness of performance etiquette <p>The House on Haunted Hill</p> <ul style="list-style-type: none"> - Use storytelling to create mood & atmosphere - Use music & lighting to create atmosphere - Use character cards to help create characters 	<p>Pantomime</p> <ul style="list-style-type: none"> - Understand and identify the features of the genre 'Pantomime' - Successfully use group working skills to negotiate performance ideas - Use literacy skills to evaluate the performance of others. <p>Physical Theatre</p> <ul style="list-style-type: none"> - To understand and be able to manipulate their physicality to express different emotions, concepts and ideas. - To understand and Berkoffs style of Total Theatre in their performances. - To experiment with Frantic Assemblies 'chair duets'. 	<p>Stanislavski</p> <ul style="list-style-type: none"> - To be familiar with understand new drama language, Naturalism, emotion memory, magic if etc - To participate and contribute fully in drama activities. - To gain an understanding of different theatre styles. - To consider the effect of the drama on the audience. - To understand the intentions of each drama theorist. <p>Brecht</p> <ul style="list-style-type: none"> - To be familiar with understand new drama language, epic theatre, half curtain, social comment, direct address

	<p>Shakespeare- Romeo & Juliet</p> <ul style="list-style-type: none"> - To study edited extracts from the play. - To gain an understanding of the whole of the play. - To focus on character and study an aspect of the character in more detail. - To be aware of interpretive choices a director makes. - To use physical theatre to create environments in which scenes take place. <p>Melodrama</p> <ul style="list-style-type: none"> - To study the performance style. - To gain an understanding of the style and its place in drama history. - To focus on the elements of storyline and typical plot scenarios. - To understand the stock characters and their roles in the drama. - To be aware of interpretive choices a director makes. <p>Silent Comedy</p> <ul style="list-style-type: none"> - To study the performance style. - To gain an understanding of the style and its place in drama history. - To focus on the elements of storyline and typical plot scenarios. - To understand the stock characters and their roles in the drama. - To be aware of interpretive choices a director makes. 	<p>Shakespeare - A Midsummer Night's Dream</p> <ul style="list-style-type: none"> - To study edited extracts from the play. - To gain an understanding of the whole of the play. - To focus on character and study an aspect of the character in more detail. - To be aware of interpretive choices a director makes. - To use physical theatre to create environments in which scenes take place. - To work using ensemble towards a whole class presentation. <p>Melodrama</p> <ul style="list-style-type: none"> - To study the performance style. - To gain an understanding of the style and its place in drama history. - To focus on the elements of storyline and typical plot scenarios. - To understand the stock characters and their roles in the drama. - To be aware of interpretive choices a director makes. <p>Silent Comedy</p> <ul style="list-style-type: none"> - To study the performance style. - To gain an understanding of the style and its place in drama history. - To focus on the elements of storyline and typical plot scenarios. - To understand the stock characters and their roles in the drama. - To be aware of interpretive choices a director makes. 	<ul style="list-style-type: none"> - To participate and contribute fully in drama activities. - To gain an understanding of different theatre styles. - To consider the effect of the drama on the audience. - To understand the intentions of each drama theorist. <p>Shakespeare - Macbeth</p> <ul style="list-style-type: none"> - To study edited extracts from the play. - To gain an understanding of the whole of the play. - To focus on character and study an aspect of the character in more detail. - To be aware of interpretive choices a director makes. - To use physical theatre to create environments in which scenes take place. - To work using ensembles towards a whole class presentation. <p>Mask</p> <ul style="list-style-type: none"> - All students will have the opportunity to perform wearing masks. - They will have learnt the skills of clocking the audience and use this to help to communicate their character to the audience. <p>Commedia</p> <ul style="list-style-type: none"> - Students learn to experiment with some of the commedia skills and practise using them in performance. - Students will all have the opportunity to take part in an ensemble production in front of a live audience.
ART	Studying Theory and Artists in Practice	Studying Theory and Artists in Practice	Studying Theory and Artists in Practice

	<p>Perspective/Landscape</p> <ul style="list-style-type: none"> - To study the techniques of perspective in order to make an artwork look 3D. - To learn and practice the techniques and processes of collage. - To demonstrate understanding of perspective techniques using a choice of 2D materials. <p>Group Painting + Color Theory</p> <ul style="list-style-type: none"> - To understand how to work effectively to collaboratively create final artworks. - To practice the techniques and processes of acrylic paint. - To study and learn color theory. - To understand how to use the primary colors to make other colors. - To learn how to communicate effectively and work together to create final artworks. - To learn how to reflect on the creative process and the creative process of others. <p>Weaving</p>	<p>Self-Portraits + Color Theory</p> <ul style="list-style-type: none"> - To understand how colors work together to create different skin tones. - To understand the processes of acrylic paint. - To understand how to use a range of skin tones to paint realistic portraits. <p>Collaborative Zines</p> <ul style="list-style-type: none"> - To understand how to work effectively to collaboratively create final artworks. - To understand how text and images work together in an artwork. - To be aware of the creative processes of a printed publication. <p>Recyclable/Sustainable Art</p>	<p>Prehistoric/Ecological Collaborative Art Project</p> <ul style="list-style-type: none"> - Understanding the prehistoric origins and the contemporary practices of ecological, land-based, and installation art - Generating conceptual and visual ideas collaboratively using a variety of tools - Resourcing images and inspiration from a variety of artist & non-art sources - Experimenting with non-traditional and traditional art materials, considering the web of connections of our impact and production of art - Learning to collaborate, communicate, compromise across differences, and take ownership/share responsibility and leadership - Make connections with art's cross-disciplinary roots linking science, anthropology, and studio art practice with both artisans and indigenous as well as fine art traditions <p>Activism Art</p> <ul style="list-style-type: none"> - Resourcing images and inspiration from a variety of artist & non-art sources - Selecting a topic of personal interest and learning how to develop personal artistic voice - Develop skills in translating concepts and ideas into image and form - Consider both artistic intention and audience/viewer impact - Learn and apply concepts of design and evaluate the impacts, roles, and effectiveness of image used with text - Develop comfort and familiarity with graphite, pen, and colored pencil drawing and tempera/watercolor painting - Learn to communicate artistic influences,
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			<p>intentions, and ideas through an Artist's Statement</p> <p>Mixed Media Open Studio</p> <ul style="list-style-type: none"> - Resourcing images from a variety of artist and non-art sources, and finding artists and art to help develop individual artistic voice - Focus on the 3-fold creative process through experimenting, exploring, and expressing with ongoing self-directed focus - Develop ownership of artwork in class through choice to develop new technical skills, try new art media, propose a self-directed individual or partner project, or take risks that recognize failure and experimentation and crucial to the artist's process in the studio - Develop ability to reflect on both the artistic process as well as art products through writing and documentation
MUSIC	<p>Whole class instrumental ensemble (Ravel's Bolero)</p> <ul style="list-style-type: none"> - Introduces the students to individual , ensemble and instrumental skills <p>Hooks and Riffs</p> <ul style="list-style-type: none"> - Understand how music is based on repeated musical Patterns. - Distinguish between Hooks, Riffs and Ostinatos. <p>Sonority City</p> <ul style="list-style-type: none"> - Learn about the layout and structure of the symphony orchestra. - Develop an understanding of musical instruments and how they are played, the families/sections, construction , different 	<p>What Makes A Good Song?</p> <ul style="list-style-type: none"> - Understand the different textural and structural elements of a song/popular song. Hooks, lyrics, structure and riffs and how it is all put together - Different musical genres <p>Song Writing Project</p> <ul style="list-style-type: none"> - Group composition <p>Offbeat and Reggae</p> <ul style="list-style-type: none"> - Pupils learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line. - Let's play reggae class performance "Three little birds" - Bob Marley 	<p>Dance Music</p> <ul style="list-style-type: none"> - Dance Music from Different Times and Places: The Baroque Dance Suite, and American American Line Dance. - Performance of line dancing (Achy Breaky Heart) Accompaniment Patterns in Dance Music, Rhythms in Dance Music, Texture: Melody and Accompaniment. <p>The History of Western Music</p> <p>The Baroque v Romantic era music.</p> <ul style="list-style-type: none"> - This work will include individual research and a presentation - Whole class performance of the "Canon in D" by Pachelbel

	<p>sound production methods and characteristic timbres/sonorities.</p> <p>The Building Bricks of Music</p> <ul style="list-style-type: none"> - Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. - Draw on the Elements of Music as a resource when composing, creating and improvising. - Recognise the Elements of Music when listening to and appraising music from different times and different places. - Film music - How important is music in creating a mood? <p>The Keyboard</p> <ul style="list-style-type: none"> - Scales, chords, keys <p>I've Got Rhythm</p> <ul style="list-style-type: none"> - Understand that pulse is a fundamental upon which music is built and performed. Develop a feeling for and an awareness of a regular pulse in music from different times and places. - Distinguish between pulse/beat and rhythm. - Develop an understanding of note values in terms of duration, bars and simple time signatures. <p>Traditional staff and Graphic notation</p> <p>World music - Gamelan music</p> <p>IT and SOUNDTRAP composition software - an introduction</p>	<p>Variations</p> <ul style="list-style-type: none"> - To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody - Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody. <p>World music</p> <p>Scales chords and keys extended</p> <p>“Battle of the Bands” competition</p> <ul style="list-style-type: none"> - Students continue to develop their individual, ensemble and instrumental skills <p>IT and SOUNDTRAP composition software project</p> <p><i>The course will integrate all 3 aspects of music which includes listening, composing and performing.</i></p>	<p>World Music</p> <p>Scales, keys and chords extended</p> <p>“Battle of the Bands” competition</p> <ul style="list-style-type: none"> - The students continue to develop individual , ensemble and instrumental skills <p>Minimalism</p> <ul style="list-style-type: none"> - Understand changes in twentieth century music and how composers ‘broke away’ from late-Romantic ideals. - Understand and demonstrate how minimalist composers develop pieces from small starting points. <p>IT and SOUNDTRAP composition software project</p> <p><i>The course will integrate all 3 aspects of music which includes listening, composing and performing.</i></p>
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SCIENCE (BIOLOGY, CHEMISTRY, PHYSICS)	<p>Plant biology and animal biology</p> <p>Introduction to matter and elements and the periodic table</p> <p>Sound and Energy</p>	<p>Cell biology and human body systems</p> <p>Solids liquids, and gases Density and Buoyancy Acids & bases and reactions Intro to stoichiometry</p> <p>Electricity</p>	<p>Evolution, DNA, and genetics</p> <p>Atoms and bonding and chemical reactions Balancing chemical equations Climate change and ocean acidification</p> <p>Astronomy and space science</p>
WELLBEING	<p>Empathy and Compassion</p> <p>Resilience</p> <p>Goal Orientation</p> <p>Finding Balance</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> - Don't feed the phish - Who are you online - Chatting safely online - Digital Drama Unplugged <p>Relationships</p> <p>Healthy Choices</p> <p>Equality and Diversity</p> <p>UN Rights of a Child</p>	<p>Empathy and Compassion</p> <p>Resilience</p> <p>Goal Orientation</p> <p>Finding Balance</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> - The Power of Digital Footprints - Upstanders and Allies - Being aware of what you share - Responding to online Hate Speech <p>Relationships</p> <p>Healthy Choices</p> <p>Equality and Diversity</p> <p>UN Rights of a Child</p>	<p>Empathy and Compassion</p> <p>Resilience</p> <p>Goal Orientation</p> <p>Finding Balance</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> - Digital Media and Your Brain - Protecting Online Reputations - Sexting and Relationships - Responding to online Hate Speech <p>Relationships</p> <p>Healthy Choices</p> <p>Equality and Diversity</p> <p>UN Rights of a Child</p>
PE	<p>The overall aim of the PE curriculum is to empower students to understand and appreciate the value of being physically active and develop the motivation to make healthy life choices. From grade 6 to 8 we develop knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. The focus is on applying skills and performing whilst also looking to reflect and improve performance in the areas of:</p> <p>Adventure based learning Invasion games</p>		

	<p>Net games (badminton, tennis and padel)</p> <p>Fitness studies</p> <p>Athletics</p> <p>Striking and fielding games</p>
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CURRICULUM CONTENT GRADES 9 & 10

The curriculum in Grades 9 & 10 builds upon the skills and learning outcomes from Grades 6-8 and prepares students for the IB Diploma programme in Grades 11 & 12.

SUBJECT	GRADE 9	GRADE 10
ENGLISH	<p>Students explore a variety of literature by authors of different perspectives and times writing on a wide range of topics</p> <p>Improvement and refinement of writing skills will be an important part of the course.</p> <p>Students will also work to improve their skills of close reading and will continue to make connections between what they read, their own lives and the wider world.</p> <p>Texts include: Texts: Selected poetry and short stories, Othello by Shakespeare, To Kill a Mockingbird by Harper Lee,, and Animal Farm by George Orwell</p>	<p>There is a strong emphasis on the analysis and criticism of literature in all of its major genres.</p> <p>In the examination of various types of literature and other media forms students will become better “readers” and interpreters of language from the individual word to the entire text and beyond.</p> <p>They will learn how to approach a variety of works through reflection, thoughtful critical analysis, discussion, and at times through a fearless foray into their own beliefs and ideas.</p> <p>Texts: Assorted Short Stories and Poetry, An Inspector Calls by J.B Priestley, Feed by M.T. Anderson,, The Picture of Dorian Gray by Oscar Wilde</p>
ITALIAN	<p>Beginner: Develop and consolidate a basic or acquired competence in oral and written texts in many contexts. Communicate in everyday situations. Acquire and develop knowledge of grammatical structures up to the pre-intermediate level. Learn and experience the main cultural aspects.</p> <p>Intermediate: Focuses on enhancing students’ speaking and reading skills at level B1 of the Common European Framework for Languages (CEF).</p>	

	<p>At the end of this course (in Grade 10), students should achieve the B2 level of the CEF and be able to attend an Advanced Italian language class.</p> <p>Advanced: This course focuses on the study of cultural, geographical, historical and traditional Italian aspects with comparisons with the country of origin of each student to bring out similarities and differences between one state and another. Students will learn how to perfect the 4 skills (speaking, listening, writing, reading). The course focuses on using complex grammatical structures in order to express opinions and hypotheses. Students are required to write texts using a variety of registers. Students will focus on reading books, both in the classroom and at home and will begin to deal with the daily activities in the classroom by learning the different journalistic formats.</p>	
ITALIAN LITERATURE (for students that completed the terza media)	Il corso è finalizzato all'acquisizione delle competenze di base per l'analisi di testi in prosa, nello specifico il racconto breve e il testo teatrale, con particolare attenzione al conseguimento di una certa capacità interpretativa dei testi da parte degli studenti in autonomia, in prospettiva di una preparazione concreta per il programma di lingua A del Diploma IB. Oltre a questo, particolare attenzione verrà data allo sviluppo delle competenze linguistiche specifiche sia nella produzione scritta che in quella orale.	Gli obiettivi del corso sono quelli di raggiungere le competenze richieste per riconoscere gli elementi critici della struttura del romanzo, saperne valutare le tipologie, nonché i differenti stili, scopi e spazi temporali. Il corso prevede anche lo studio del testo poetico, in funzione delle figure fonetiche, sintattiche e del significato, in prospettiva di una preparazione concreta per il programma di lingua A del Diploma IB. Verrà richiesta inoltre la competenza nell'espressione scritta del saggio e del saggio comparativo, che coinvolgerà sia brani letterari in prosa che poetici.
FRENCH/SPANISH	Develop a basic and/or intermediate up to an advanced competence in oral and written texts in many contexts and situations. Learn vocabulary related to a variety of different personal, social and cultural topics. Communicate in different situations. Master regular and irregular conjugations. Learn and experience the culture of Spanish/French speaking countries.	Reinforce knowledge in the four skills throughout various activities based on original documents and on their textbooks. Face some of the challenges of the IB Language B exams. Extend competence in oral and written texts in particular contexts and situations. Communicate in more formal and structured situations.
MATHS	Sets and Venn Diagrams Radicals and Surds Angle Properties, Pythagoras Linear Functions and Coordinate Geometry Volume and Surface Area Similarity and Trigonometry Statistics	Systems of Linear Equations Inequalities Correlation and Regression Algebraic Fractions Formulae Quadratics Functions and Graphs Function Notation Rational Functions Exponential Functions and Logarithms Probability
SOCIAL STUDIES	The American Revolution	World War I

	<p>The French Revolution The Agricultural and Industrial Revolution The Russian Revolution</p>	<p>The interwar years: the post-war treaties, challenges faced by the League of Nations, and the Great Depression The fall of the Weimar Republic and the rise of Hitler and Nazi Germany World War II The Cold War</p>
THEATRE	<p>Stanislavski</p> <ul style="list-style-type: none"> - To be familiar with understand new drama language, Naturalism, emotion memory, magic if etc - To participate and contribute fully in drama activities. - To gain an understanding of different theatre styles. - To consider the effect of the drama on the audience. - To understand the intentions of each drama theorist. <p>Brecht</p> <ul style="list-style-type: none"> - To be familiar with understand new drama language, epic theatre, half curtain, social comment, direct address - To participate and contribute fully in drama activities. - To gain an understanding of different theatre styles. - To consider the effect of the drama on the audience. - To understand the intentions of each drama theorist. <p>Mask</p> <ul style="list-style-type: none"> - All students will have the opportunity to perform wearing masks. - They will have learnt the skills of clocking the audience and use this to help to communicate their character to the audience. 	<p>Brecht</p> <ul style="list-style-type: none"> - To be familiar with understand new drama language, epic theatre, half curtain, social comment, direct address - To participate and contribute fully in drama activities. - To gain an understanding of different theatre styles. - To consider the effect of the drama on the audience. - To understand the intentions of each drama theorist. <p>Mask</p> <ul style="list-style-type: none"> - All students will have the opportunity to perform wearing masks. - They will have learnt the skills of clocking the audience and use this to help to communicate their character to the audience.
ART	<p>Drawing Exploration</p> <p>Intuitive, imaginative, kinesthetic drawing: Exploring how we already know how to draw starting in childhood and moving up through developmental stages of drawing and developing confidence and exploratory approach to developing personal visual language, symbolism, and expressive drawing</p> <p>Observational drawing: Using natural forms and Florentine architectural details to create observational drawings through a variety of tools, beginning with contour line, moving to value through loose hatching, hatching, and even tone, creating texture through combining tone and line, and exploring</p>	<p>Painting Focus</p> <p>Tools of the artist & the art process: Exploring tempera/gouache, watercolor, and mixed media through the lens of the artistic process and links to studio habits of mind & the IB Learner Profile trait developing confidence, resilience, risk taking, personal visual language and expressive capabilities linking and developing imagery to express, explore, and communicate experience/emotion/concept</p> <p>Learning to see: Expressive and observational watercolor with abstract and</p>

	<p>gesture drawing; collaborative and individual drawing projects</p> <p>Experimental and contemporary drawing approaches: Examining a range of experimental and traditional media, formats, and concepts of contemporary drawing, pursuing collaborative and individual drawing projects including graphite, ink, charcoal, watercolor, and mixed media</p>	<p>observational still life painting experiences</p> <p>Learning to paint: Introduction to the history of still life painting including Renaissance, modern, and contemporary painting practices and approaches, collaborative and individual painting projects in oil painting and mixed media; learning to step back, assess, and approach painting as both additive and subtractive, balancing intention/concept with image/material experiments and choices</p>
MUSIC	<p>Project 1</p> <p>Listening, performing, aural, improvising and ensemble skills are targeted through a variety of activities, culminating in our "Battle of the Bands" performance in the Grade assemblies at the end of the trimester</p> <p>Project 2:</p> <p>Composition using Soundtrap</p>	<p>Project 1</p> <p>Listening, performing, aural, improvising and ensemble skills are targeted through a variety of activities, culminating in our "Battle of the Bands" performance in the Grade assemblies at the end of the trimester.</p> <p>Project 2:</p> <p>Composition using Soundtrap</p>
SCIENCE	<p>The Social Nature of Scientific Research</p> <p>Biology:</p> <p>Cell Biology & Passive Transport</p> <p>Cell Respiration</p> <p>Chemistry:</p> <p>Chemical equations</p> <p>Moles</p> <p>Stoichiometric relationships</p> <p>Environmental systems and societies:</p> <p>Geology</p> <p>Ecology</p> <p>Physics:</p> <p>Motion</p> <p>Forces</p>	<p>Biology:</p> <p>Enzymes</p> <p>Biochemistry</p> <p>Human nutrition</p> <p>Chemistry:</p> <p>Solution Chemistry</p> <p>Titration</p> <p>Reaction Rates</p> <p>Environmental systems and societies:</p> <p>Biogeochemical Cycles</p> <p>Population Ecology</p> <p>Biodiversity & Conservation</p> <p>Physics:</p> <p>Behaviour, reflection, refraction and dispersion of light</p>
PE	<p>In Grades 9 and 10 the focus is on applying skills and performing whilst also looking to reflect and improve performance in the areas of:</p> <ul style="list-style-type: none"> - Adventure based learning - Invasion games - Net games (badminton, tennis and padel) 	

	<ul style="list-style-type: none">- Fitness studies - developing a personal programme- Athletics- Striking and fielding games
WELLBEING	<p>The Wellbeing Curriculum in Grades 9 & 10 covers the following themes in both years:</p> <ul style="list-style-type: none">- Empathy and Compassion- Resilience- Goal Orientation- Finding Balance- Digital Citizenship- Money Management and Careers- Relationships and Sexuality- Healthy Choices, recognising and assessing risk, psychological pressure and manipulation, protecting yourself- Equality and Diversity- UN Rights of a Child