



LOUGHBOROUGH
Grammar School

Year 9 Option Choices 2023



INTRODUCTION

Loughborough Grammar School offers an exceptionally wide range of subjects in Years 7 and 8.

Both time and the number of subjects taught within the curriculum make a choice between subjects necessary at points in your son's academic career. In moving from Years 8 to 9, we reach the first of these occasions.

In Year 9, pupils will continue with the majority of the subjects studied in Year 8, including two Modern Foreign Languages.

In addition to these compulsory subjects, pupils may choose two 'optional' subjects from the list below:

- **Art**
- **Classical Civilisation**
- **Design and Technology**
- **Drama**
- **Greek**
- **Latin**
- **Music**

For most of the optional subjects, study in Year 9 is essential if it is to be considered for GCSE. This rule, however, does not apply for Classical Civilisation, as the students can take it as a new subject in year 10.

The following pages give details of each of the optional subjects your son may choose for study in Year 9.

Should you need any advice about your son's choices, please contact his Form Tutor.

M C Herring

Deputy Headteacher (Academic)

ART

Head of Department: Miss E Johnson



Our aim is to combine creativity with enjoyment. Art in Years 6, 7 and 8 focuses on the acquisition of skills, whereas Year 9 aims to consolidate these skills whilst allowing the exploration of personal thoughts and values. Pupils studying Art will



experience a wide range of materials and should take a natural interest in the way that artists and designers work. Studying Art is a great way to understand and develop independent learning, allowing for personal ideas to be explored. This course prepares pupils for the new GCSE courses, where there is a clear focus on quality rather than quantity.



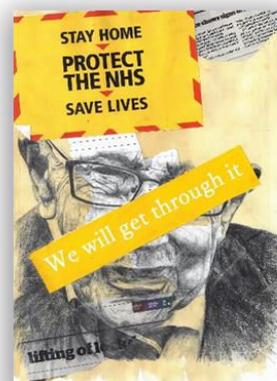
Course Structure:

Project One: Architecture and 3D Design

This project functions as a combination of Fine Art and 3D Design coursework with a range of first-hand drawings, paintings, designs and experiments completed. Pupils respond to the work of John Piper, Lyonel Feininger and Antoni Gaudi. The outcome to this project is a large ceramic vessel which is designed and produced in order to conclude pupils' personal ideas. This is a popular project with those who are considering pursuing Architecture as a vocation. The pupils also have the added motivation of producing work for an exhibition.

Project Two: Portraiture

Pupils are taught to accurately draw the facial features and to produce work with rewarding realism. They take inspiration from iconic role models and produce work in the style of Shepard Fairey and Agnes Cecile. This project really helps to develop confidence with painting and all pupils produce enjoyable, digital artwork as part of this project. Understanding how art can convey personal and powerful meaning is really important and is studied through propaganda towards the end of Year 9.



Materials, Enrichment and Future Directions

Tonal drawing is used regularly to underpin a strong foundation for development. In addition to this, a range of 2D and 3D materials and processes can be anticipated including: watercolour/ acrylic painting, chalk/ oil pastels, charcoal, graphite, ceramics, glazing, mono-printing, digital photography and digital manipulation.

Some pupils will continue with this subject and opt for Art in Year 9 and beyond due to their personal interest in this subject, for the incentive of producing their own personal work and also as a means of adding breadth to their curriculum. Pupils who foresee a possible future in creative or design industries also opt for this subject due to the impact the study of Art has upon their applications later in life.

LATIN

Head of Department: Mrs A Henderson



All pupils at LGS have studied Latin for two years using the Cambridge Latin Course and would have reached the end of Stage 19 in Book 2. First two books cover 70% of Latin GCSE and all pupils, who have gained high grades in major tests and exams, **should continue with Latin** (although no enthusiast will ever be turned away). The course features following Salvius and the king Cogidubnus on their adventures in town of Bath and pupils develop a deeper understanding about the military successes of the Roman army. There is an opportunity to visit the fortress in Chester

with a “Roman soldier” or the Roman Baths in Bath. It will be a familiar, fun, and easy course, which is a natural continuation into year 9.

Pupils from outside LGS who have studied Latin, doing a different course, or have not yet reached Stage 19 in the Cambridge Latin Course, can borrow the textbook and a booklet of Essential Vocabulary over the Summer to consolidate the material which we expect pupils to know by the beginning of Year 9. We recommend using the website for this course (www.cambridgescp.com) which helps with the stories, vocabulary, and grammar.

Additionally, pupils studying Latin can opt to be entered for an exam for achieving WJEC Latin Language Certificate at the end of the academic year, which is an excellent preparation for GCSE.

In addition to the study of Latin Literature and Roman Civilisation, Latin teaches transferable linguistic skills and an appreciation of the meaning of grammatical terminology so that pupils can tackle any new language with confidence. It is a subject well-respected for any career in both humanities and science.

CLASSICAL GREEK

Head of Department: Mrs A Henderson



All pupils at LGS have had a taster lesson of Greek Civilisation and Language in Year 8. If they have enjoyed getting to know the alphabet and would like to learn it better, it would be a great course in Year 9. We start GCSE study in earnest and many familiar myths and legends feature in the reading material in Greek. Therefore, all pupils who are curious to learn and are academically inclined, should opt for Classical Greek. **No knowledge of Latin is required or expected.**

The course is enriched with study of ancient Greek history in English from the archaeological find of Minoan culture on Crete, to Spartans, Athenians, and the conquest of Alexander the Great. Our Firefly pages would give you an idea about what we study in year 9.

Boys studying Greek in year 9 go on a trip to Cambridge University and Fitzwilliam Museum, where we visit one of the colleges and meet with our old LGS students and the alumni Professor of Classics at Jesus College.

CLASSICAL CIVILISATION

Head of Department: Mrs A Henderson



Pupils who enjoyed the Roman and Greek Civilisation aspects of the Latin and Greek courses in Years 7 and 8 should opt for Classical Civilisation. The course is designed to actively engage pupils in the process of enquiry into the classical world, developing their skills as independent learners and critical and reflective thinkers. Through the study of the City life in Rome and in Athens the pupils have the opportunity to explore a wide range of sources, from the Colosseum or the Parthenon to literature and art. The Year 9 course aims to develop their awareness of the continuing influence of the classical world on our time and of the similarities and differences between the classical world and modern societies. The course in Year 9 contains:

- Study of Athenian Culture (Spring term). The focus of this term is the everyday life an ancient Greek citizen in one of the most flourishing city states in ancient times, Athens. We will study the Greek gods and goddesses and the Parthenon. Greek religious festivals like the Panathenaia, or the Great Dionysia, exploring the origins of drama and comedy and theatrical performances.
- Study of Roman Culture (Autumn term): The focus of this term is the everyday life of an ancient Roman citizen in the capital of the empire. We explore the state gods and goddesses, their responsibilities and their representation in Roman art and beyond; the structure and function of the temples and the purpose of sacrifices.
- In the Summer term, pupils are going to work on an independent project based on the material that they have covered in the first two term. They can choose any topic and have a presentation ready for the end of the year.

Pupils, who choose not to continue with Classical Civilisation in Year 9, but have a change of mind later, are able to re-acquaint themselves with the Classical world in Years 10 and 11 by opting for Classical Civilisation GCSE. **No knowledge of the Greek or Latin language is required** for this GCSE therefore any pupil can opt no matter how long he has attended LGS or what he has studied previously. There is an opportunity to visit the fortress in Chester with a “Roman soldier” or the Roman Baths in Bath, together with pupils studying Latin.

DESIGN AND TECHNOLOGY

Head of Department: Mr T A Moseley

Design and Technology continues to heavily influence the world around us and will hereby remain an exciting and engaging subject. It draws together skills from a broad range of disciplines including Physics, Mathematics, History and Art, and consequently requires pupils to develop their knowledge and skills in numerous areas. The department actively encourages the pupils to develop these abilities through the design and manufacture of creative projects.



The focus of Year 9 is to develop upon the knowledge and skills introduced in Year 8 whilst preparing the pupils should they choose to study the subject at GCSE. They will have the opportunity to develop their analytical and communication skills, along with the practical ones established in Year 8. Further to these though, there is a greater emphasis on the theoretical aspects that are associated with the subject and the pupils will receive regular assessments to demonstrate their understanding of these.

The pupils complete two main projects and each of these are based on 12-week periods.

Memphis Style Desk Tidy Project (Metal and Polymer Focus):

This project encourages pupils to work through a design process by focusing on the material areas of metals and polymers. They will develop their product analysis skills and will be taught various techniques to help develop their presentation of ideas by creating an idea based on the vibrant Memphis style. They will develop the Computer Aided Design and Manufacture skills that they were introduced to in Year 8 using the software 2D Design and the laser cutter. They will be further taught how to use the centre lathe to produce accurate components.

Pixar Characters Automaton Project (Timbers Focus):

Following a further design process, this project allows pupils to develop their confidence in the material area of timbers by creating a mechanical toy inspired by Pixar characters. This project allows pupils to develop their product analysis and presentation skills by focusing on the use of orthographic scaled drawings. Practically, they will develop their skills using a variety of workshop tools and equipment, including the scroll saw, disc-sander and pillar drill.

During both projects, pupils will be introduced to a range of theory topics in preparation for the GCSE course. These include:

- A design process
- Material Properties
- Drawing Techniques
- Stock Forms
- Timbers
- Metals
- Polymers
- Composite
- Wood Joints
- Electronics
- Mechanisms
- Tool identification and use

Further to these two projects, the pupils will also develop their 3D modelling skills over a two-week period using the software, Google Sketchup. The pupils also have an opportunity to complete an additional extension project concerning 'Famous Designers' in the summer term.

DRAMA

Head of Department: Mrs S E Bruton

Drama has an important role to play in the personal and academic development of our pupils. The skills and qualities developed in Drama, such as teamwork, creativity, leadership and risk-taking are assets in all subjects and all areas of life. Drama stimulates the imagination and allows pupils to explore issues and experiences in a supportive environment.



Aims

The aim of Drama teaching in the School is to improve pupils' confidence and ability to communicate, and help pupils develop a range of skills to understand themselves and the world they live in. Drama teaches pupils to work creatively, to plan effectively and evaluate perceptively. Pupils learn to evaluate their work and the work of others through an appreciation of theatre and an understanding of the language of theatre.

- Creative and imaginative powers, and the practical skills for communicating and expressing feelings and meanings in drama
- Investigative, analytical, experimental and interpretive capabilities
- Knowledge and understanding of variety of drama forms and their contexts

What will the Year 9 Drama course offer?

Drama provides a stimulating, creative environment for pupils to learn, to craft and to develop as performers, critics and directors. It also provides a bridge to GCSE and a sense of the academic rigour of the KS4 course. In Year 9 pupils move rapidly through an enjoyable programme of slapstick, physical theatre, role play, improvisation and storytelling. This is designed to develop creative theatrical understanding but, just as importantly, develop self-confidence, presentation skills and team work.

We will explore:

- The ways in which ideas, feeling and meanings are conveyed through the language of Drama
- Examine the how practitioners use the language of Drama to realise a text in performance
- The ways in which ideas in drama can be recorded and evaluated
- How plays relate to their context(s) in Drama

Skills:

- Acting
- Inter-personal & group working skills
- Creative skills
- Improvisation skills
- Communication skills
- Evaluative skills

Past Theatre Trips:

- Woman in Black, Theatre Royal, Nottingham
- Phantom of the Opera, Her Majesty's Theatre, London
- Matilda, Curve, Leicester
- Charlie and the Chocolate Factory, Theatre Royal, London
- War Horse, Theatre Royal, Nottingham

Developing practical and evaluative skills

Pupils will work practically to develop performance skills throughout the year and will learn how to evaluate their work and that of others both verbally and theoretically.

Pupils will be taken to the Theatre and will learn how to evaluate their live Theatre experience. Pupils will be assessed in a short performance which they devise themselves under the guidance of their teacher. They will perform to other Drama pupils and will be graded on the process and the performance.

MUSIC

Head of Academic Music: Mr C Price

Studying Music has many benefits. It increases confidence and self-esteem, improves health and wellbeing, develops analytical skills, teamwork and self-motivation. It allows you to develop your creativity, helping you to think differently and develop your power of imagination. Loughborough Schools Music aims to develop pupils into passionate musicians, and the Year 9 Music course is interesting, challenging and inspiring. Skills taught in earlier years are consolidated and built upon as you learn how to create music in several different styles. You will be encouraged to use your instrumental, vocal and technology skills to create ideas.



The Year 9 Music course begins to prepare you for the AQA GCSE course, including beginning to learn how to listen analytically, compose music in greater depth, and ensure fundamental theoretical concepts are secure. The wide range of exciting topics studied include:

- Electronic Dance Music (EDM and House)
- Musical Theatre
- Film, TV and Video Game Music
- Minimalism
- Music from the Caribbean

For each topic you will listen to, research and analyse music of that style. You'll learn how to create your own music in that style, with expert guidance and support from the Music staff, using our state-of-the-art facilities.

There are, of course, numerous extra-curricular activities available for you, from ensembles and choirs to composing club and music technology sessions.

There is no requirement for you to learn an instrument in order to be successful in Music at Year 9; however, you would need to be taking individual music lessons (technology/instrumental/singing) to follow the GCSE course.

Year 9 Music is an essential pre-requisite to GCSE Music.