



**LOUGHBOROUGH**  
Grammar School



Year 9 Option Choices – 2020

## 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 that they have 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. It may be possible to relax this rule for Classical Civilisation, dependent upon attitude to learning and attainment in other subjects during Year 9.

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

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

**W J Perry**

Deputy Headmaster

### **Year 9 Boarding pupils**

For boys in our boarding houses, their options are slightly different to accommodate EAL (English as an Additional Language) lessons

Year 9 boarding pupils will study:

English, Maths, Biology, Chemistry, Physics, Geography, History, Religious Studies, Computing, Physical Education, Games & Personal and Social Education - Life Skills, EAL

These pupils also typically study: Art, Drama and Design & Technology

## 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:***Term One: Sculpture and 3D Design*

This project functions like 3D Design coursework with a range of first-hand drawings, photography, designs and experiments completed. Pupils respond to the work of Peter Randall Page and Henry Moore, celebrating the importance of sculpture within British heritage. Their work is complimented by a visit to the Yorkshire Sculpture Park and a sculptural photography competition. The outcome of this project is a large ceramic vessel which is designed and produced in order to conclude pupils' personal ideas.

*Term Two: Architecture*

Pupils take inspiration from their local environment and produce drawings and paintings inspired by Lyonel Feininger's colour work. 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.

*Term Three: Portraiture and Personal Ideas*

Pupils are finally asked to develop a personal project on the theme of portraiture. This is the Fine Art element of the course and allows them to analyse the work of others for both technique and meaning. This research and direction taken is entirely personal and allows all pupils to focus on their particular interests and specialisms. The Creative Arts Trip supports the research aspect of this project. During this term a drawing task will be set in exam week, but there will be no theoretical testing as this is not used for Public Examinations in this subject.

**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, intaglio printing, digital photography and digital manipulation.

In addition to Art Club, pupils are invited to a Year 9 Enrichment Club which includes light drawing and mural painting. Some pupils 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 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 have reached the end of Stage 20 in Book 2. All pupils should continue with Latin if they have gained 7 grades in major tests and exams. Pupils who have gained high 6 grades may continue, but must be aware that the pace will increase considerably in Year 9 in preparation for GCSE studies which commence in Year 10.



Pupils from outside LGS who have studied Latin, doing a different course or have not yet reached Stage 20 in the Cambridge Latin Course, can borrow the text book and a booklet of Essential Vocabulary over the Summer to consolidate and catch up 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](http://www.cambridgescp.com)) which helps with the stories, vocabulary and grammar.

Additionally, pupils studying Latin will 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.

## CLASSICAL GREEK

### Head of Department: Mrs A Henderson

All pupils at LGS have studied Greek Civilisation and Language for a few lessons a term in Year 8. In Year 9 most of the emphasis is on Language work in preparation for GCSE studies which commence in Year 10 (although many familiar myths and legends feature in the reading material in Greek) hence, only pupils who have consistently gained 7 grades in major tests in Latin and are academically inclined, should opt for Classical Greek.



Pupils from outside LGS may opt for Classical Greek if they have a strong interest in Languages and are academically inclined. No knowledge of Latin is required.

All pupils opting for Greek must make sure that they know the Greek alphabet and what sounds the Greek letters make so that they can read the language when we start lessons in September. The booklet used in Year 8 is available for study over the Summer.

## CLASSICAL CIVILISATION

**Head of Department: Mrs A Henderson**

Pupils who have enjoyed both 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 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 status of Rome as the ruler of a vast empire, and three aspects of Roman life: religion, the family and entertainment and recreation. We examine 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. The family life explores the roles of the different members of the household, gender relations, slavery and education. For the last part of the Roman Culture topic we examine the Colosseum and the shows performed there.
- 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 Dyonisia, exploring the origins of drama and comedy and theatrical performances. And similarly to the first term, we will explore the lives of men, women and children in Athens, their roles and experiences.
- 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.

## DESIGN AND TECHNOLOGY

**Head of Department: Mr TA 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 abilities in numerous areas. The Department actively encourages the pupils to develop these skills 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 want to study the subject at GCSE. They will have the opportunity to develop their analytical and communication skills, along with their 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 projects and each of these will be based on 15 week periods to allow for their completion.

### **Desk Tidy Project (Metal and Polymer Focus):**

This project will allow the pupils to work through a design process. They will develop their product analysis skills and will be taught various techniques to help develop their presentation of ideas. These include the use of part diagrams and exploded views. Practically, they will develop their Computer Aided Design and Manufacture skills that they were introduced to in Year 8 through the use of the software 2D Design and the laser cutter. They will be further shown how to use the centre lathe to produce accurate components.

Alongside these skills, the pupils will be taught the following theory topics:

- Composites
- Electronics
- Material Properties
- Metals
- Polymers
- Drawing Techniques

### **Automaton Project (Timbers Focus):**

This project will also allow the pupils to work through a design process and they will have further opportunities to develop their product analysis and presentation skills. This includes the use of orthographic scaled drawings. Practically, they will develop their skills using a variety of workshop tools and equipment, including the bandsaw, disc-sander and pillar drill.

Alongside these, the pupils will be taught the following theory topics:

- Timber
- Stock forms
- Mechanism
- Wood joints
- Tool identification and use

Further to these two projects, the pupils will also have an opportunity to complete a further extension project concerning 'Famous Designers' or an opportunity to develop their skills using the 3D modelling software, Solidworks.

## DRAMA Head of Department: Mrs SE 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 provide 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
- Twist, LGS DS

### 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. This includes the study of a play text, using explorative strategies to create improvised work or studying justice through real life events in docudrama and verbatim work.

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 Department: Mr R West**  
**Head of Academic Music Ms N Bouckley**

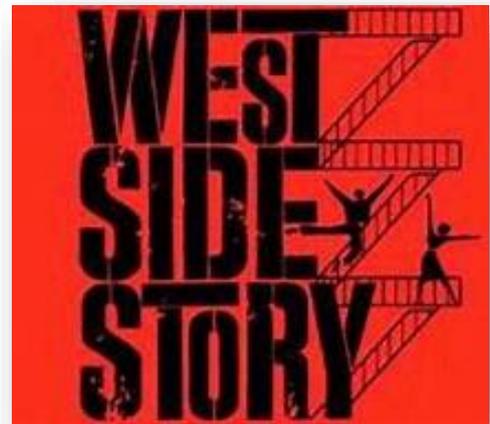
The Year 9 Music course has a real focus on creativity, and in particular composition. Skills taught in Years 7 and 8 are now consolidated, and pupils have the opportunity to compose in a variety of styles, using both standard staff notation and music technology.



In doing this, pupils are also starting to prepare themselves for the IGCSE course, and gaining the skills required for this in terms of listening and analysis.

Topics studied include Pop Song form, Musicals, TV Theme Music, Minimalism and Music for Media, including music for gaming.

There are, of course, numerous extra-curricular activities available for pupils, from ensembles and choirs to Composing Club and Music Technology sessions.



There is no requirement for pupils to be learning an instrument to be successful in Year 9 Music. However, it would be beneficial for those considering taking Music forward to GCSE to be having instrumental or singing lessons.