



S4-S5 SUBJECTS CHOICE

2025-2027

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Introduction

Dear pupil,

Dear parent,

This booklet is intended to help you in making the choice of subjects for years 4 and 5. You will find information about the subject choice process and courses offered.

Please read this booklet before the information evening on **Thursday, 12 December 2024**. Detailed information regarding the organisation of the meeting is communicated in due time.

The subject coordinators and relevant teachers have prepared the subject descriptions and every effort has been made to ensure that the details are correct. Please check with the reference teacher(s) if you have any questions.

Together with this booklet you will receive the form for the choice of subjects, please return the form to your class teacher by **Friday, January 31, 2025**.

Mr ALCAZAR coordinates the choices for years 4 and 5. You are very welcome to contact him if you have any questions: daniel.alcazar@eursc.eu

Martin WEDEL
Headmaster

1. Important dates

During the week of Monday 02/12/2024	<ul style="list-style-type: none">❖ Parents receive an email with the invitation to the information evening
Thursday 12/12/2024	<ul style="list-style-type: none">❖ Information evening (17:30 - 20:30)
Friday 31/01/2025	<ul style="list-style-type: none">❖ Deadline to return the subject choice form to the class teacher.❖ Deadline for submitting the language change form. Link to the form on the school website
April 2025	<ul style="list-style-type: none">❖ Language level tests. Detailed information on the date and organisation of the test will be communicated to the pupils concerned in due time.
Monday 30/06/2025 - Friday 11/07/2025	<ul style="list-style-type: none">❖ Window for requesting a change to the initial choice of subjects. No positive reply is guaranteed, please read below for further details on requesting changes to the initial choice.

2. Curriculum in S4-S5

In the 4th and 5th years, pupils will study the following compulsory subjects:¹

Compulsory subjects	Periods ²
Language 1 (L1) (dominant language)	4
Language 2 (L2) (second language)	3
Language 3 (L3) (third language)	3
History	2
Geography	2
Biology	2
Chemistry	2
Physics	2
Physical Education	2
Ethics or Religion	1
	23
Mathematics	4 or 6
	27 or 29

In addition to the compulsory subjects, pupils must select from the following optional subjects such that the total number of weekly periods lies between a **minimum of 31 and a maximum of 35** for those who have chosen **4-period Mathematics** and a **minimum of 33 and maximum of 35 periods** for those who have opted for the **6-period Mathematics** course.

Optional subjects	Periods
Ancient Greek	4
Economics	4
Latin	4
Language 4 (L4) (fourth language)	4
Other National Languages (ONL)	4
Art	2
ICT	2
Music	2

¹ The European School Curriculum: Structure and Organisation of studies and courses in the European Schools (2019-04-D-13-en-9)

² Weekly periods, 1 period = 45 minutes

The curriculum allows a **maximum of 35 periods** to enable some pupils to take two 4-period options. However, 35 periods should be the exception rather than the rule, experience has shown the risks of an overloaded timetable.

Apart from ONL, **the creation of optional courses requires a minimum of 7 pupils.**³ If an optional course does not have the minimum number of pupils at the start of the school year, the course shall be cancelled. When this happens, parents are contacted to review the choice.

Ethics and religion courses also require a minimum of 7 pupils. If the threshold cannot be met, even after combining different groups vertically and horizontally, and the consequence would be that courses cannot be offered, it is within the autonomy of the school to find alternative solutions to facilitate the organisation of these courses.

Only category I and category II pupils are entitled to the teaching of ONL, which can take place from nursery up to S7. Category III pupils may join existing courses, but courses cannot run exclusively for category III pupils.

The creation of ONL courses is subject to teacher availability. In principle, the school offers the following ONL courses:

- For pupils of Finnish origin, Swedish/Finnish ONL can be requested regardless of the language section the pupil is enrolled in.
- For pupils of Irish origin, Irish ONL can be requested regardless of the language section the pupil is enrolled in.
- For pupils of Maltese origin, Maltese ONL can be requested, regardless of the language section the pupil is enrolled in.

When the number of pupils is very small, ONL courses can be taught in joined groups of consecutive years. **Please be aware that these are not beginners' courses and follow on from the ONL courses in previous years.** Pupils choosing ONL cannot choose Language 4.⁴

As some of the options may have to be timetabled in parallel, it might not be possible to provide all possible combinations of optional subjects. When this happens, parents are contacted to review the choice. In any case, it is desirable that the choice of options helps to form a coherent group of subjects for study. Within the limitations of the timetable, the school will try its best to satisfy the greatest possible number of demands.

³ The European School Curriculum: Structure and Organisation of studies and courses in the European Schools (2019-04-D-13-en-9)

⁴ Language Policy of the European Schools (2019-01-D-35-en-8)

3. Language of instruction

The following table shows the use of languages in years 4 and 5.⁵

Compulsory subjects	Language of instruction	Other possibilities
L1	Language 1	
L2	Language 2	
L3	Language 3	
History	Language 2	
Geography	Language 2	
Biology	Language 1	
Chemistry	Language 1	
Physics	Language 1	
Physical Education	Courses taught to mixed groups of pupils from different language sections in any language in the pupil's curriculum	
Ethics or Religion	Language 2	Language 3, Host Country Language
Mathematics 4 or 6	Language 1	
Optional subjects		
Ancient Greek	Language 1	Language 2, Language 3, Host Country Language
Economics	Language 2	Host Country Language, Language 1
Latin	Language 1	Language 2, Language 3, Host Country Language
Language 4 (L4)	Language 4	
ONL	Other National Language	
Art	Courses taught to mixed groups of pupils from different language sections in any language in the pupil's curriculum	
ICT		
Music		

⁵ Language Policy of the European Schools (2019-01-D-35-en-8)

From secondary year 4 onwards, History, Geography and Economics courses must be taught in Language 2 (English, French or German) and may not be taught in Language 1. Special rules are established regarding the Language of tuition for Economics.

Art, Music, ICT and physical education are taught to mixed groups of pupils from different language sections in any language of the pupil's curriculum. Art, Music, ICT and physical education courses will normally be given in the language(s) of the teachers available. For some pupils this may therefore be in their mother tongue, for others in one of the working languages (not necessarily that of the pupil).

In year 4, L4 is a beginners' course. Any of the official languages of the countries of the European Union may in principle be chosen as L4 provided there are sufficient pupils to create the course and within the organisational possibilities of the school.⁶

⁶ Language Policy of the European Schools (2019-01-D-35-en-8)

4. Assessment policy in S4-S5

The assessment policy establishes two types of assessment, namely **formative assessment** and **summative assessment**. Formative assessment focuses on the process of learning. Summative assessment is used to evaluate pupils' learning at the end of a defined instructional period, i.e., at the end of a semester or school year. Summative assessment is generally evaluative; it serves to determine learning progress and level of attainment in relation to the descriptors established in the syllabus of a subject.⁷

The semester mark shall comprise two numerical components: **A mark** and **B mark**.

The A mark focuses on the process of learning, as formative assessment. It reflects the ongoing observations of the pupil's competences (knowledge, skills and attitude) and performance gained within the subject, which are not taken into account in the B mark of the subject. The B mark represents summative assessment.

The **final mark** in a given subject shall reflect all the observations and results available to the teacher. It provides the basis to judge the progress and level of attainment of the pupil. It is not necessarily an arithmetical average of the semester marks (two A marks and two B marks) but it may not be lower than the lowest, or higher than the highest.⁸

There are three possible assessment modalities to base the B-mark on depending on the year and subject, namely a **B-test**, an **Alternative Summative Assessment Task (ASAT)** or a **written examination ("compo")**. In s4 there are no written examinations. In s5, written examinations take place at the end of the second semester. The plan of assessment modalities is reviewed every school year. The plan of assessment modalities and the calendar of B-test and ASAT deadlines is communicated at the start of the school year. The "compo" calendar is in general communicated during the month of May.

<https://www.euroschool.lu/site/secondary-exams-schedules/>

⁷ Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements (2022-12-D-19-en-4.3)

⁸ General Rules of the European Schools, Article 59 (2014-03-D-14-en-14)

5. Curriculum in S6-S7

It is highly recommended to have a global view of the curriculum leading to the Baccalaureate to understand the possibilities and constraints on choices for S6-S7 due to the choices for S4-S5 made in year 3.

Before making their choices, parents and pupils wishing to inform themselves about the possibilities open to them in the 6th and 7th years are invited to consult the relevant information available on the school website: <http://www.euroschool.lu/site/secondary-choice-of-subjects/>

Information on career guidance and the contact details of our guidance teachers according to nationality can be found on the school website: <http://www.euroschool.lu/site/secondary-careers-guidance/>

The 5-period Mathematics course in years 6 and 7 can be chosen by pupils who have followed the 4-period course in year 5 only on the recommendation of the teacher of Mathematics and on condition that the pupil has been successful in a level test. The test includes topics from the 6-period Mathematics curriculum in S4 and S5.

In some language sections, it is considered that the choice of Physics and Chemistry options in years 6 and 7 should only be taken in conjunction with the 5-period Mathematics course. This point will be explained in detail at the parents' information evening during the section meetings concerned.

In S6, pupils cannot choose an optional subject which they have not taken in S5. However, this rule may be waived by the Director and the teachers concerned if pupils can prove that their level is sufficient to follow the subject successfully in years 6 and 7. Pupils will have to pass an assessment to prove that their level is sufficient. This assessment normally involves a formal test on materials covered in S4 and S5.

The Digest of Decisions states that ***“Pupils cannot continue to study a subject in the 6th year if their results show that they have not been following it satisfactorily in the 4th and 5th years”***.⁹ The Management may consult the Class Council or the teacher(s) concerned regarding a particular choice. If the Management does not approve a choice, a new choice should take place. In most cases, the decision not to allow a pupil to follow a subject in S6 is taken during the end of the year Class Council in S5.

With the exception of ONL, an optional course taken in S5 can be continued in S6 only if the number of pupils is sufficient to create the course; a minimum of 5 pupils under the current regulations, and in some cases this may be in groups of mixed language.

⁹ Digest of Decisions of the Board of Governors of the European Schools (2014-02-D-14)

6. Changes to the initial choice of subjects

At the end of S3, there will be a window of two weeks for requesting a change to the initial choice, please see “Important dates”. Parents will be informed in due time when requests can be introduced. The school will try its best to accommodate your request, but no positive reply is guaranteed.

The choice is binding for S4 and S5: pupils cannot change, add or drop a subject as from the start of the 4th year. However, a pupil can change from 6-period Mathematics to 4-period Mathematics

- at the end of the 1st semester in the 4th year and
- at the end of the 4th year.

The reverse change (from 4 to 6-period Mathematics) is also possible, subject to a level test. In any case, the change is subject to approval by the Class Council.

Towards the first and second Semester end in S4, parents will be given the possibility to request a change of Mathematics level. Parents will be informed in due time when requests can be introduced.

Please see the section “Mathematics level test” below for further information about the topics covered and test modalities.

7. Mathematics level test

With the approval of the Class Council, a student can change from 4 to 6-period Mathematics at the end of the 1st semester in S4, and at the end of S4, on the condition of passing a level test.

For changes requested by the end of the 1st semester, the test usually takes place in the second half of January. For changes requested by the end of S4, the test takes place in September, at the beginning of the school year in S5, usually on the first day.

Preparation for the exam is the sole responsibility of parents and pupils. Teachers may give general guidance, but are, in any case, under no obligation to assist the student.

The test lasts 1h30: 45 min with calculator and 45 min without calculator.

End of the 1st semester in S4

The test covers the following topics:

- Basic calculations
- Radicals and surds
- Real numbers
- Power and algebraic expressions
- Proportionality
- Linear models
- Polynomials

End of S4

The test covers all the programme of 6-period Mathematics in year 4.

<https://www.eursec.eu/Syllabuses/2019-01-D-49-en-4.pdf>

8. Subject descriptions

Mathematics

4-period optional subjects

- Ancient Greek
- Economics
- Latin
- Language 4 (L4)
- ONL (Other National Language)

2-period optional subjects

- Art
- ICT
- Music

MATHEMATICS

4 periods/week (MA4)

6 periods/week (MA6)

MATHS 4 (BASE LEVEL)

This course is intended for pupils who don't consider continuing with studies where Mathematics plays an important role. Its purpose is to help pupils to understand the scientific and technological world surrounding them without putting too much emphasis on theoretical aspects of Mathematics.

MATHS 6 (STANDARD LEVEL)

This course is intended for pupils who need Mathematics for their higher-level studies, and because of this, can benefit from a solid foundation and a good general knowledge of Mathematics.

WHAT SHOULD BE CONSIDERED WHEN CHOOSING BETWEEN MATHS 4 AND MATHS 6 PERIODS?

Pupil's motivation

Regular work is required in both Maths 4 and Maths 6 but Maths 6 course is much more demanding than Maths 4. The workload of 6 weekly periods is high, and motivated students will find it easier to overcome the difficulties they may find.

Pupil's skills

Pupils choosing Maths 6 course are supposed to be skilled in Mathematics and with a good knowledge of topics covered in the previous cycle. They should have achieved a good level of autonomy as well as methods to carry out their work in an organized way. The final result in S3, as well as the teacher's advice should play an important role in the choice.

Academic choices after secondary education

If strong mathematical skills are required in higher education studies, pupils should choose the Maths 6 course, but only if they are capable to do it.

Workload

The choice of Mathematics course may influence the choice of other subjects. Choosing Maths 6 may have as a consequence that pupils can't apply for other courses they may be interested in, as they can't have more than 35 weekly periods. Furthermore, only pupils with high capacities should have a week-workload of 35 periods. Experience has shown the dangers of overburdening pupils in the final cycle.

For further information on Mathematics provision in years 4 to 7, please consult the syllabus available at the website of the Office of the Secretary-General of the European Schools:

<https://www.eursc.eu/en/European-Schools/studies/syllabuses>

An example of the topics covered in each of the two levels of Mathematics is shown below for year 4.

TABLE OF CONTENTS FOR THE TWO CHOICES OF MATHS IN YEAR 4

TOPIC	MATHS 4	MATHS 6
Basic calculations in N, Z and Q.	X	X
Towards a new set of numbers: R	X	X
Squared roots and powers.	X	X
Proportionality	X	X
Linear models	X	X
Simultaneous linear equations.	X	X
Polynomials	X	X
Right-angled triangles	X	X
Properties of the circle and connections with right-angled triangles		X
Enlargement	X	X
Congruent and similar triangles	X	X
Numbers and points on a plane: coordinate and vectors		X
Vectors and transformations		X
Data collection		
Organise data	X	X
Data set characteristics		
Graphical representations		
Probability	X	X

ANCIENT GREEK

4 periods/week

Objectives

- To raise awareness of Ancient Greek as a cultural language, as the founding culture of Europe and of its influence on philosophical, political and cultural thought today.
- To bring the student into close contact with the first masterpieces of Western literature.
- To develop a knowledge of the principles of an inflected language. Unlike most modern languages, the endings of Greek words change depending on their function in the sentence.
- To develop analytical skills to interpret long and complicated sentences.

Content

- Translation of texts from writers such as Homer, Herodotos, Plato, Thoukydides, Xenophon, Euripides and more.
- Study of grammar and vocabulary to be able to translate an ancient Greek text of medium difficulty and to develop a better knowledge of modern language by etymology.
- Study the masterpieces of ancient Greek literature and ancient art (architecture, sculpture and painting) as well as the later creations they have inspired up to our time (mythology inspires many contemporary artists).
- A 5-day study excursion to an ancient heritage cultural site is provided.



μηνιν ἀειδε θεὰ Πηληϊάδεω Ἀχιλῆος
οὐλομένην, ἣ μυρὶ Ἀχαιοῖς ἄλγε' ἔθηκε,
πολλὰς δ' ἰφθίμους ψυχὰς Ἄϊδι προΐαψεν
ἡρώων, αὐτοὺς δὲ ἐλώρια τεῦχε κύνεσσιν
οἰωνοῖσι τε πᾶσι, Διὸς δ' ἐτελείετο βουλή,
ἔξ οὗ δὴ τὰ πρῶτα διαστήτην ἐρίσαντε
Ἄτρεΐδης τε ἄναξ ἀνδρῶν καὶ δῖος Ἀχιλλεύς.

Contacts

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ECONOMICS

4 periods/week

Objectives

- Willingness to discuss current economic problems. Reading of geopolitical phenomena through the economic angle.
- Discovery of entrepreneurship.
- Development of a basic understanding of economic relations at national and international level.
- Ability to critically analyse working tools such as texts, statistics, graphs and images.
- Ability to express oneself using subject-specific terminology.

Content

- 4th Year* Introduction to the fundamentals of economic life: nature of the economy, household consumption, budget, markets, production, organisation of work, markets and price determination, distribution of goods.
- 5th Year* Introduction to money and credit. This course is intended to provide students with an understanding of the nature of the economy, household consumption, budget, markets, production, organisation of work, markets and price determination, distribution of goods, and the national economy (circuit, national aggregates), economic growth, international trade, and international organisations.
- 6th Year* Theoretical and practical studies on supply and demand (basics of microeconomics). The economic cycle and an introduction to macroeconomic models. The role of the state and economic policies.
- 7th Year* European Union and the economy. The possibilities of economic and financial intervention by national authorities, the influence of central banks on monetary value and European institutions on the labour market. Employment and unemployment and factors of economic growth. Analyses of foreign trade and theories of international trade.

Contacts

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LATIN

4 periods/week

Objectives

- Expanding knowledge of the Latin language in order to understand more complex sentence constructions.
- Developing linguistic strategies to translate these constructions into one's own language.
- Discovering Latin as a language of culture in Europe, the language of science, philosophy and the Church.
- Bringing pupils into contact with early European literary masterpieces.

Content

- Translation of texts from historians such as Caesar and Livy, from poets such as Ovid and Catullus and from prose writers such as Cicero and Pliny.
- Study of grammar and vocabulary to be able to translate a Latin text of medium difficulty and to develop a better knowledge of Romance languages by etymology.
- Study the masterpieces of Latin literature and ancient art (architecture, sculpture and painting) as well as the later creations they have inspired up to our time.
- Recognise the impact of ancient writings, buildings and works of art on European culture.
- In addition to the rich cultural content, a 5-day trip is provided. The students can witness with their own eyes the Roman heritage in Rome and beyond (e.g. the Provence, England or another "Roman" destination).



O tempora, o mores! senatus haec intellegit, consul videt,
hic tamen vivit. vivit? Immo vero etiam in senatum venit,
fit publici consilii particeps, notat et designat oculis ad
caedem unum quemque nostrum. nos autem fortes viri
satis facere rei publicae videmur, si istius furorem ac tela vitamus.
ad mortem te, Catilina, ducti iussu consulis iam pridem oportebat,
in te conferri pestem quam tu in nos omnis iam diu machinaris.

Latinum Europaeum

At the end of the 5th year, students sit the *Latinum Europaeum*, which consists of a written exam on a text they have not studied (the exam is held simultaneously in all the European Schools) and an oral exam on the texts studied in 5th year. A diploma certifying 4 years of Latin studies is awarded to students who pass the exam.

The *Latinum* exam is the first experience of an oral exam, as it takes place under the same conditions as the Bacculaureate oral.

The diploma obtained may be important for entry to certain universities (e.g. the Netherlands and Germany).

Contacts

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Nadja Scheicher (subject coordinator): nadja.scheicher@teacher.eurisc.eu

L4 (Language 4)

4 periods/week

Objectives

By the end of year 5, the student should be able to:

- understand familiar words and everyday phrases relating to oneself, one's family and one's environment, when spoken slowly and clearly
- read and understand short, simple everyday texts
- communicate at a basic level and ask and answer simple questions related to everyday situations and very familiar topics, such as going shopping, telling the time, presenting themselves, talking about hobbies, the weather and holidays
- use simple phrases and sentences to describe people and things in his/her familiar environment
- write short, simple texts on familiar topics relevant to the learners' environment and fill in forms
- demonstrate a basic understanding of cultural features in the target language countries.
- relate elements of acquired cultural awareness to elements of the culture of the target language countries.
- become aware of and use basic language learning strategies
- use basic learning methods and tools to learn the target language

Studying a 4th Language also contributes to:

- Emphasize the pupil's cultural identity as European citizens who are open to other cultures.
- Reinforce the spirit of tolerance, cooperation and dialogue between all the members of the school community.

Pupils will discover the language not only from a textbook but also by listening to songs, watching a movie, working on the Internet, reading short stories, etc. If they continue the language in years 6 and 7, they will discover more about the countries where the L4 language is spoken through press articles and contemporary literature.

Content

- Basic knowledge of pronunciation, sentence intonation and spelling
- Knowledge of basic vocabulary and simple idioms
- Knowledge of simple morphological and grammatical structures
- Knowledge of how to use the dictionary and other tools including ICT
- Awareness of the culture of the target language
- Knowledge of language acquisition strategies, including awareness of own learning progress

Contacts

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(Spanish) Francisco Garcia Quinonero Fernandez: francisco.garcia-quinonero-fernandez@teacher.eursc.eu

For other languages, please contact the cycle coordinator: daniel.alcazar@eursc.eu.

ONL (Other National Language)

4 periods/week

In principle, the school offers Finnish, Irish, Maltese and Swedish as ONL courses. Please see section 2. *Curriculum in S4-S5* for further information on ONL courses.

Objectives

By the end of year 5 pupils should reach language level B1. Pupils should:

- understand everyday oral language and grasp the overall picture of news and other media content,
- read and understand both fictional and non-fictional texts,
- share information about common subjects, describe their own experiences and cultural objects,
- write texts about everyday subjects, experiences and opinions,
- understand the dynamics of culture, society, history and literature in different contexts,
- know cultural codes,
- know strategies for language learning and
- know how to use different sources to develop their linguistic skills.

If pupils continue the language in years 6 and 7, they will also have a possibility to take the baccalaureate exam in the language, which can be useful when applying to higher studies.

Content

- Deeper understanding of pronunciation, sentence intonation and spelling
- Enrichment of vocabulary and idioms
- Enrichment of morphological and grammatical structures
- Projects where pupils need to plan, interact, search and present information, use dictionaries and other ICT tools
- Awareness of culture, history and literature of the target language
- Knowledge of language acquisition strategies, including awareness of own learning progress

Contacts

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ART

2 periods/week

Objectives

The subject Art in the European schools means *The Visual Arts*. Visual arts contain the complex process of *perception, reflection* and *interpretation* of the world around us and result in the *creation* of images. This *process* and the *resulting products* are the main working areas of the subject art.

In S4 and S5 it is assumed that the students have acquired these skills and can now be given more room to *experiment, explore* and *develop* their own solutions with less guidance from the teacher. They must learn how to *document* and *present* this development process as part of their solution. This approach requires more personal responsibility and autonomy of the students and enables them to achieve their full potential.



Content

In years 4 and 5 the acquired competences from S1 to S3 are developed and applied by more conceptual and personal projects.

The projects are organised by themes such as: Figurative and Abstraction, Observation and Imagination, Landscape, Communication, City, Objects and Still life, Movement, Patterns in Nature, Faces and Portraiture, Architecture, Colourful Sculpture, Identity, Creative Drawing, Inside/Outside, Art and Science, Self- Identity, Man and Nature.

Major movements of art history are presented within the context of the practical projects and the students apply the vocabulary of image description and analysis.

Contact

For further information please contact your Art teacher or the Art coordinator, Christos Koutsoukis: christos.koutsoukis@teacher.eurisc.eu.



ICT

2 periods/week

Objectives

- I. Understanding, analysing and solving problems based on logical and abstract thinking, algorithmic thinking and ways of representing information.
- II. Programming and solving problems using a computer and other digital devices: creating and programming algorithms, organizing, searching and sharing information, using computer applications.
- III. Using a computer, digital devices and computer networks, including: knowledge of the principles of operation of digital devices and computer networks as well as performing calculations and programs.
- IV. Developing social competences, such as: communication and cooperation in a group, including in virtual environments, participation in team projects and project management.
- V. Compliance with the law and safety rules. Respecting information privacy and data protection, intellectual property rights, etiquette in communication and standards of social coexistence, assessment of risks related to technology and their consideration for the safety of yourself and others.

Content

ICT courses are organized in a modular fashion. In years 4 and 5, the following modules shall be covered:

- Spreadsheets
- Word processing
- Introduction to PYTHON programming
- Databases
- Computer graphics
- ICT and Society
- Programming of LEGO and Arduino robots
- 3D modelling in photoshop application and then printing of designed objects on 3D printers

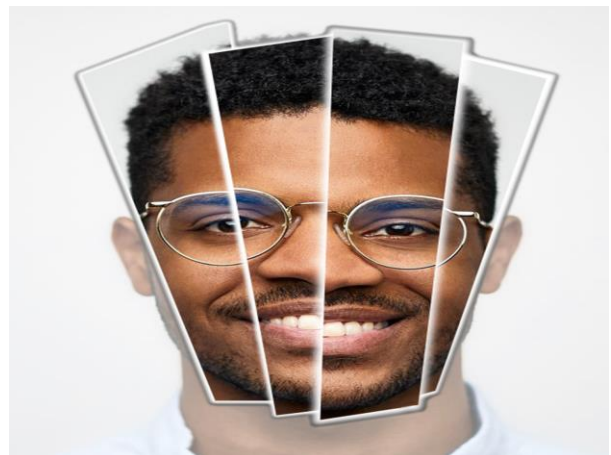
In years 4 and 5 students go deeper into the topics, which were taught in years 1-3, and will use more advanced features of applications. Also, there are some new topics like databases, and computer graphics. They will understand more and more the connections between those applications and how they can learn things by themselves using ICT.

At this stage it is very important to make the students aware of things like data security and copyright, that they can take the right decisions when they use modern technologies in everyday life.

Examples of student projects made in ICT classes



(left) Sample student designs and (right) Digital photo taken with a digital brush both made with the Photoshop CS6 application



(left) Graphic design of a mug and (right) Poster both made with the Photoshop CS6 application

Contact

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MUSIC

2 periods/week

Objectives

The curriculum in years S4 and S5 is themed and builds on the skills and knowledge that pupils have acquired in previous years. It takes into account various aspects and learning objectives, in particular the fact that musical learning:composing and improvising:

- making music
- composing
- as well as listening to and analysing music

Content

Over the course of the two years, the students should deal with five of the topics listed below. At the end, there is a final project in the second half of year 5 (Portfolio). The content, design and organisation of the project should be discussed individually with each student in order to take into account their different interests.

List of choice for study topics:

- Music for film
- Contemporary musical styles and cultures
- Music for dance
- Music for special occasions (functional music)
- Musical theatre (opera, musical)
- European 'folk' traditions
- Music and voice
- Programme music in the 19th Century
- Composing during the last 100 years

Theory, focused listening, and analysis of music from many different places, periods and styles round off this broad and ongoing exploration and provide a good platform for the Bac option in music, should this be chosen.

Contact

For further information, please contact your Music teacher or the Music coordinator, Britta Schwarte-Straube-Kögler: britta.schwarte-straube-kogler@teacher.eurasc.eu.