Middle School Curriculum Guide 2026-2027

Dear Middle School Students and Families,

At Hackley, we believe that education is about far more than acquiring knowledge. It is about helping students grow into thoughtful, curious, compassionate, and capable young people. Every experience in Middle School, whether in the classroom, on the stage, on the athletic field, or through advisory and community life, is designed to challenge students, broaden their perspectives, strengthen their skills, and help them discover more about themselves and the world around them.

Our curriculum reflects this philosophy. Across every grade level and discipline, teachers work closely together to create a program that is both purposeful and connected. Within each grade, faculty collaborate to ensure that students experience a balanced and cohesive year, while departments thoughtfully build knowledge and skills over time so that each course prepares students for the next stage of their learning.

Most importantly, we hope our students find joy in learning. Middle School is a time to ask questions, take intellectual risks, explore new interests, and develop the confidence to tackle challenges with curiosity and resilience.

The following course descriptions provide an overview of our Middle School program for the upcoming school year. We hope they offer a glimpse into the exciting learning experiences ahead and help students and families look forward to all that the year will bring.

Hackley's mission challenges us to grow in character, scholarship, and accomplishment, to offer unreserved effort, and to learn from the diverse perspectives and experiences of those around us. These courses are one important part of that journey, and we are excited to partner with you as we learn, grow, and build an outstanding year together.

Sincerely,

Melissa Boviero
Director of the Middle School

and
The Middle School Faculty

CLASSICAL LANGUAGE:
LATIN

The study of Latin immerses students in the language and cultures of the ancient Romans. Students build essential skills in vocabulary, grammar, reading comprehension, and translation, while exploring ancient history, mythology, archaeology, and customs of daily life. Our textbooks help facilitate these goals through increasingly complex readings based on a wide variety of ancient sources. Given the substantial influence of Latin on English and other modern languages, particular attention is placed on building students' English vocabulary through the study of word-roots and derivatives from Latin.

Hackley has a long tradition in Classics. In alignment with our core value *iuncti iuvamus,* Latin for "united we help one another," collaboration and community are emphasized at every level, whether students are translating and discussing a Latin reading with their peers at the Harkness table, presenting their work on the board, or doing interdisciplinary projects in teams. Students also have an opportunity to engage in the National Latin Exam each year. Upon finishing the three-year Latin sequence in eighth grade, students continue to the Latin 3 course in ninth grade.

591. Latin 6

The Middle School Latin curriculum uses *Suburani*. Students meet the character Sabina as a young girl living at the height of the Roman empire, whose story they will follow throughout the series. In the first year students are introduced to the concepts of inflection, declension, conjugation, dictionary entry, as well as other grammatical constructions. The skill of translation is practiced from Latin into English and from English into Latin. Students learn the present, imperfect, and perfect tenses of verbs, the first three declensions, and noun/adjective agreement. New vocabulary and grammatical concepts are introduced in the reading passages before they are formally practiced, offering students the chance to use intuition and reasoning while reading and translating.

592. Latin 7

A continuation of the previous year, this course follows the story of Sabina as she journeys to Gaul, Lusitania, and other Roman provinces. Students continue to build their fluency in reading and vocabulary while grappling with more complex grammar and sentence structure. New concepts include the fourth and fifth declensions, the future and pluperfect tenses, relative clauses, present participles, the passive voice, and comparison of adjectives and adverbs. Students also undertake various projects involving composition in Latin.

593. Latin 8

Latin 8 corresponds to the Upper School Latin II course. The course focuses on advanced grammar such as the subjunctive mood and grammatical constructions that employ the subjunctive, including purpose and result clauses, indirect questions, and conditions. The ablative absolute, indirect statement, and deponent verbs are also introduced. In the third trimester students undertake an extended project and presentation designed to bring together all the skills they have been learning. Upon completion of Latin 8, students are prepared for Latin 3 in the Upper School.

COMPUTERS

Middle School Computer Science classes introduce computer programming and reinforce logical thinking, offering students an opportunity to learn and use new technologies through creative expression. Students explore safe and ethical online habits, meaningfully collaborate, and persist through logic challenges. With an emphasis on communicating their ideas clearly through computational thinking and a variety of media, the four-year sequence allows students to develop reasoning, algorithmic thought, problem solving technique, and digital literacy.

Hackley issued Chromebooks are sufficient for use within the MS Computer program.

705. Computer 5

Building on the concepts learned in grade 4, students will use block-based languages across a variety of fun, interactive, and engaging projects. They will continue developing problem solving and critical thinking skills through inquisition, experimentation, and collaboration. Concepts explored and integrated into projects include: digital citizenship, user choice, variables, control structures, conditionals, events, behaviors, counters, movement, simulation, prediction vs outcome, and machine learning.

706. Computer 6

This course empowers students to expand on prerequisite skills by engaging with computer science as a medium for creativity, communication, problem solving, and fun. Students will utilize both block and text-based platforms while learning the design process, integrating the needs of a user, and creating programmatic images, animations, interactive art, and games. Students begin a study of data science, writing functions to explore data sets to answer questions, visualize data, and formulate conclusions.Concepts explored and integrated into

projects include: input and output, control structures, variables, random behavior, functions, plotting, sequencing, debugging, properties, and parameters.

707. Computer 7

This fundamental programming course, designed to engage and excite students, revolves around graphics-based problem solving. Students transition to text-based coding using an Integrated Development Environment and prerequisite knowledge. Students will create games, draw shapes and incorporate animation while learning programming concepts such as: event driven programming, conditionals, packages, random number generation, and control structures.

708. Computer 8

Students will learn about programming in a fun and engaging text-based platform while building upon their fundamental programming knowledge. Students explore visually engaging graphical projects as they work to solve computational problems. Creative tasks, driven by interest, are utilized while exploring computer science topics that include: graphics packages, functions, mouse events, properties, control structures, compound and nested conditionals, generating ranges, return values, and lists.

ENGLISH

The English program seeks to foster students' enjoyment of literature and intellectual inquiry, to develop their capacity to read with insight and sensitivity, to promote their skills in interpreting the world around them, and to cultivate their ability to express themselves with power and clarity both orally and in writing.

Students receive integrated instruction in the basics of reading, and writing. Subjects include vocabulary, spelling, grammar, sentence mechanics, paragraph structure, organization, basic logic, the use of evidence, and even some exploration of rhetoric and style—including creative use of diction and syntax.

150. English 5

Fifth grade English students expand upon their knowledge of reading texts, writing

analytically and creatively, and thinking critically through active participation in class discussions, group projects and presentations, and creative writing.

Throughout the year, students are asked to take risks in class discussions based on their work on assigned readings and grammar studies. Students work on active reading skills to develop their understanding of the author's purpose and theme. Together, they learn to analyze characters and passages to gain a better understanding of characterization and plot development with reference to Freytag's Pyramid. And they identify and explore examples of figurative language embedded in the text. As students learn to annotate works of literature – highlighting, writing marginalia, and asking questions of the text – they learn to use their annotations to create interpretations of the text and to explore analytical arguments through writing. Fifth graders also use their informal writing to develop analytical ideas, and they respond to QQA (Question, Quote, Analysis) prompts. As students build on their reading skills, they are encouraged to develop an increasing love of fiction and nonfiction texts, as well as an appreciation for sharing literature with their peers. Students study vocabulary in the context of the texts read in class, and they strengthen their understanding of the shades of meaning of words and learn to apply them in their writing.

Students divide their time between analytical and creative writing. They write memoirs, poetry, short stories/responses from the perspectives of literary characters, their own Greek myths, and rewrites of the last chapters of novels they have read in order to explore alternate endings and to summarize sequels. Proofreading skills, vocabulary, grammar, and organizational techniques are the foundations of writing lessons. Students learn systematically how to pre-write, draft, revise, edit, and publish analytical paragraphs, poems, short stories/responses, and their memoirs, which are the longest writing assignments they produce all year. They revise constantly to ensure that their writing includes a strong thesis statement or hook for creative pieces, good organization, and increasing sophistication of figurative and expressive language, with the proper usage and formatting of dialogue.

Technology plays a critical role in the curriculum, as fifth graders are responsible to have their own devices for each class period this year for the first time. Students not only learn responsible use of technology in order to produce work both in and outside of class, but also learn how to use certain devices and software (e.g. Google Slides and Google Docs), thereby enhancing their technological literacy. Though keyboard typing is not directly instructed, students practice touch-typing and keyboard typing for all writing assignments, both formal and informal.

160. English 6

In English 6, students encounter texts through the lens of "Mirrors and Windows." Coined by Dr. Rudine Sims Bishop, the terms "Windows" and "Mirrors" refer to an individual's

experience of a text as being either a mirror, something that reflects their own experiences in some way or a window that reflects the experiences of others, from which they can learn and grow. Course texts reflect a diversity of settings, experiences, backgrounds, and abilities to provide both affirming mirror texts as well as illuminating window texts for all students.

Students engage in vocabulary drawn from class texts as well as grammar study that strives toward a holistic understanding of the function of language and punctuation, including parts of speech, pronoun and verb agreement, capitalization, modifier usage, and punctuation (commas, semicolons, and colons). They also learn unified and varied sentence structure, transitions, punctuation, and proper citation format.

Each unit incorporates a variety of approaches ranging from whole class discussions to small group projects to individual analytical and creative writing assignments. In the process, students study such literary concepts as plot, characterization, setting, symbolism, metaphor, simile, and personification. In addition, they learn how these devices each help reinforce the theme of each text. Over the course of the year, students learn not only to identify and understand these literary elements, but to master them by crafting them in their own writing.

Students write both formal paragraphs and creative pieces. They develop expository, narrative, descriptive, and persuasive pieces, as well as short stories, focused free writes, and poems. In the process, they refine the skills of outlining/webbing, organizing ideas, and writing both analytical responses to texts and analytical paragraphs. At the start of the year, students choose a topic for their year-long multi-genre writing project that is either a Mirror or Window for them, and each creative piece they compose fits some aspect of this larger topic. By the year's end, students spend an entire unit editing and curating these various pieces into a cohesive manuscript with a meaningful narrative trajectory, which hones the critical skill of editing and culminates in a powerful and personal exploration of their topics.

170. English 7

Students will explore a variety of texts about characters facing vastly different challenges. In doing so, students will discover the questions all people ask themselves growing up: Who are we? Where are we going? What do we believe--and why? How do we fit into the world around us?

Students will examine the choices characters make, the obstacles they overcome, and the people who help and hinder them along the way. In addition, they will consider their own stories, seeking to develop a clearer sense of identity and voice as they develop their skills as readers, writers and thinkers.

Students concentrate on four and five-paragraph composition, becoming increasingly aware of

the importance of both the thesis and the topic sentence. In addition, they have the opportunity to choose their own outside reading projects and to experiment with various kinds of creative writing.

Students study vocabulary in the context of the texts they read. After a brief review of grammar previously studied, students confront more difficult grammatical constructions, including complements, phrases, pronoun case and compound and complex sentences. They also confront matters of mechanics and usage. A public-speaking project culminates the year and encourages students to explore issues of identity, freedom, and culture in a first-person narrative

180. English 8

Through a variety of texts (novels, poems, short stories, scripts) and visual media (films, plays, visual art), the eighth-grade curriculum invites students to explore identity. Students will examine personal identifiers such as race, ethnicity, gender, socio-economic class, religion, ability (mental and/or physical) and sexual orientation, as well as a number of cultural identifiers such as family composition, language, and belief structure. In so doing, eighth-graders will investigate their own identities and ask themselves the following essential questions:

-What elements comprise our identity?
-Are those elements static or do they change over time?
-To what extent do they shape our belief system and behavior, and to what extent do our belief system and behavior shape our identity?
-How does labeling and stereotyping influence how we look at and understand the world?

By means of our investigation of identity, we will focus intensely on honing reading and writing skills – particularly close reading, literary analysis, and both analytical and creative writing. Students will analyze characters through the lens of identity and consider how various identifiers influence characters' decisions and behaviors. To do this effectively, students must first practice close reading and passage analysis skills. Through passage analyses and generative writing, students will begin developing theses, which they will test through their own writing. A major emphasis will be placed on defending theses with text-based evidence. Early assignments will focus on refining paragraph structure and development, but as the year progresses, students will engage in more sustained writing assignments, like analytical and persuasive essays. Creative writing also plays an important role in the curriculum, giving students the opportunity to explore identity through characters they create. In addition, it helps develop their facility and comfort with language!

Grammar and vocabulary feature prominently in the curriculum as well. Students review

parts of speech and basic parts of a sentence. They learn how to enhance clarity and depth through varied sentence structure. Students discuss punctuation and explore how it can affect meaning in their own writing. Vocabulary is selected from the course texts and presented to students using various methods. To demonstrate mastery of their new words, students are encouraged to use them in their own writing.

HEALTH EDUCATION

The Health Education curriculum in the Middle School is a compilation of the issues that affect the lives of today's adolescents. Integral to the curriculum is the development of communication skills, decision making, and critical thinking with respect to knowledge, attitudes, and behavior. The topics to be covered include: Creating and balancing a healthy lifestyle, nutrition, mental/emotional health, communication and healthy relationships, inclusivity and belonging, sexual health, substance abuse prevention, and stress management. There are selections from various textbooks, articles and other sources compiled as reference material in addition to guest speakers, and videos.

995. Health 5/ 996. Health 6

Fifth/sixth grade health is an introduction to the middle school program and integrated into physical education classes. Communication and decision-making skills are emphasized and practiced throughout the curriculum.

997. Health 7

In seventh grade health, students learn to recognize that their physical health, mental/emotional health and social health are all interrelated. We take a close look at the influence of the media on body image and how it impacts the behavior and self-esteem of adolescents. Some of the topics include nutrition, peer-pressure, puberty, substance abuse and disease prevention. Responsibility and decision-making skills are reinforced throughout the course.

998. Health 8

In eighth grade health, the skills of conflict resolution, decision-making and stress management are reinforced. Students learn to recognize risk factors within the context of substance use, unhealthy relationships, and sexually transmitted diseases. Emphasis is placed

on an individual's increasing responsibility to weigh the consequences of decision-making throughout their lifetime

HISTORY AND SOCIAL SCIENCE

In History, Middle School students are given an introduction to a selected area of humanity's past record of achievement so that they will understand not only their own civilization, but also better understand themselves. Basic skill building is an important part of the program. Learning how to evaluate evidence, how to use the library, how to write cogent and well-organized papers, how to read maps and charts, are essential features of all History courses.

250. History 5: Ancient Civilizations, 8000-300 BCE

Students explore four ancient cultures in depth: Mesopotamia, Persia, Greece, and Egypt. The course begins by examining how ancient peoples moved beyond subsistence farming to develop civilizations. Students discover how geography and natural resources influenced economic practices and social hierarchies and explore the intricate political systems that governed societies. The course also delves into the evolution of major world religions, with a particular emphasis on Judaism, alongside the development of writing systems that propelled intellectual progress. Students will also analyze the art and architecture that defined each civilization. This curriculum deepens historical understanding and hones critical thinking, reading, note-taking, and writing skills through discussions, debates, presentations, and simulations.

260. History 6: The Mediterranean World, 100 BCE-1400 CE

This course examines the Mediterranean World. Students begin the course by studying the Roman Empire and continue to examine the emergence of Christianity, the Middle Ages, Islam, the Crusades, and the Renaissance. Students consider the many facets of history, including politics, economics, society, culture, and religion. The course also has a strong skills element. Students will begin writing full paragraphs at the beginning of the year and end writing multi-paragraph works. Students will learn to interpret primary sources to better understand the past. Much time is also devoted to developing research and note-taking skills, with students working on numerous projects throughout the year.

270. History 7: Empires and Trade, 500-1500 CE

Students examine patterns of human interactions across Asia, Africa, and the Americas and the impact of cultural diffusion on civilizations. To start, students study Imperial China, including the philosophies of Confucianism, Legalism, and Daoism, as well as the cultural and economic significance of the Silk Roads. Students then focus on the evolution of Japan during the classical and medieval periods and the impact of mainland Asia on Japanese culture. Moving west to India, students look at the Indus Valley Civilization and how the Islamic Mughal Empire grew wealthy from its central location in the Indian Ocean trade network. Students investigate the emergence of a distinct Swahili culture on the east coast of Africa as a result of maritime trade in the Indian Ocean and study West African civilizations of Ghana, Mali, and Songhai and their role in Afro-Eurasian trade. Finally, students will study the early phase of European maritime exploration, which was driven by their desire to gain direct access to the prosperous Indian Ocean trade. Skills emphasized in the course include foundational research skills, evaluating primary sources, continued work on constructing verbal and written arguments, and public speaking. Students will also continue to practice reading, annotating, and note-taking.

280. History 8: History of the Americas, 1400-1900 CE

This course focuses on the history of the Western Hemisphere, examining how the processes of migration and revolution shaped the development of rich new identities and cultures. As students explore these core themes of migration, revolution, and identity, they will have opportunities to compare the experiences of the different peoples who encountered one another in Latin America and the Caribbean. Students will begin the course by studying the first peoples in the Americas, including the development of complex Mesoamerican civilizations. Students will explore European colonization as well as how both global events and distinctive local contexts ultimately led those colonies to embark on paths to revolution and national independence. Students will also study the origins of slavery, with a particular focus on how enslaved peoples resisted oppression, built a vibrant culture, and ultimately played a leading role in their liberation. The content of the course will also serve as a vehicle for students to develop foundational skills in historical inquiry and analysis, including a research paper. The comparative framework of the course – including studies of different regions and peoples within the Americas – allows students to learn the essential value of exploring varying perspectives as they seek to understand the truth about the past.

MATHEMATICS

All the mathematics courses in the Middle School share common goals. Rote, mechanical approaches to problem solving and the belief that memorization is the best way to learn mathematics are discouraged. Instead, students are compelled to understand the concepts underlying the methods they use in doing arithmetic and algebraic computations. An attempt is made to connect mathematics to the everyday experience of students using real life problems

and projects that develop a mathematical "common sense" and a solid foundation for learning more mathematics with enthusiasm and confidence.

Teachers in the mathematics department stress the process of learning and not merely the product in order to improve logical reasoning and self-reliance. Teachers strive to develop in their students a better understanding and awareness of the relationship among factual knowledge, thinking processes, and problem solving ability.

For all courses in Middle School Math, we balance the use of technology with more traditional problem solving methods. Students study arithmetic algorithms and algebraic manipulations. But this traditional content is often reviewed using web-based skill-testing programs such as Delta Math and Khan Academy. Teachers present material and students work together to solve problems and explain concepts, but demonstration technology such as Ed Puzzles and Desmos are also used to augment these experiences. In addition, calculation aids like calculators and spreadsheets are woven into the curriculum where appropriate.

350. Mathematics 5

The primary focus of the fifth grade math curriculum is to help our students make sense of mathematics in a meaningful way as they build upon the foundations established in the lower school. The curriculum revolves around number sense in whole numbers, fractions and decimals, taught using pictorial models when applicable. In addition to developing discipline in their written work, students will gain mental math skills in all four operations. We will explore equivalence and proportionality through our work with fractions, ratios and to a small degree, percentages. As part of our work on decimal operations, students will have an opportunity to practice converting within the metric system. Some pre-algebra concepts, such as order of operations and exponents, are also investigated. Geometry and spatial relations are explored as a part of our course of study along with a variety of real-world problem solving situations. In Geometry, students will add the area of triangles to their knowledge of 2-dimensional shapes. They will use protractors to measure angles and they will learn angle properties that will help to determine missing angles involving triangles, as well as intersecting lines. Throughout the year we supplement the content using manipulatives, games, videos, estimation, technology, and hands-on activities. In addition, students will generate projects to extend their knowledge of mathematics.

360. Mathematics 6

This course emphasizes the development of students' critical-thinking skills in mathematics. We build upon the foundations established in Math 5 regarding fractions, decimals, and whole number sense. Students will use their knowledge of these three topics to make connections to percentages, probability, proportional thinking, and integers. Students will also investigate two- and three-dimensional figures to expand their spatial reasoning and visual thinking skills. During our longer blocks, students are engaged in group activities, projects, exercises with

manipulatives, games, and other non-routine materials such as Percento, Pentominoes, and Brain Maths puzzles to further extend their knowledge of mathematics. A variety of creative problems are consistently woven into the curriculum using the Primary Mathematics materials. Through our course work, students will have developed the basic pre-algebra skills necessary to advance to the next level of our Middle School math program.

370. Mathematics 7

In this course, students build upon the foundations established in Math 6 regarding ratios, percentages, and integer operations. Beginning with concrete scale models and moving to more abstract percentage ratio models, students will deepen their proportional reasoning skills and improve their accuracy working with signed decimals and fractions. Ideas of fairness and communicating accurately with scale and percentage are also highlighted. Students move on to study the fundamental algebraic concepts of evaluating and simplifying algebraic expressions. They then apply these skills to writing algebraic expressions for verbal phrases and analyzing algebraic equations and formulas. Students also solve basic algebraic equations. Students then apply these new algebraic tools to extend their knowledge in the areas of ratios and percent. Students will then apply these algebraic problem solving methods to geometric concepts, including perimeters and areas of plane figures, and volumes and surface areas of solids. During the third trimester, students explore sequences and connect patterns in tables to equations and graphs. They also study statistical concepts, such as sampling and measures of central tendency. Students will also revisit ideas of fairness when analyzing graphs and statistical results and conclusions. These quotidian experiences enable students to develop general procedures and strategies for problem solving.

375. Algebra I (Grade 7)

380. Algebra I (Grade 8)

This is a course for students who have demonstrated that they are ready for a rigorous algebra course in the eighth grade, as well as for a select group of seventh graders who are ready to accelerate. The first trimester covers one-variable equations and inequalities, graphing linear equations, and relations and functions. The second trimester deals with systems of equations,, exponents, and polynomial operations. In the third trimester, students study factoring, solving and graphing quadratic equations, and linear one variable and two variable equations.

377. Linear Topics in Algebra 8

This course is designed to reinforce the skills and extend the algebra concepts developed

during Math 7. Over the year, students study the linear topics of the Algebra curriculum while also preparing for the ninth-grade physics course work. During the first trimester, students explore the relationships between linear tables, graphs, and equations by studying numerical sequences, break-even scenarios such as cost comparisons and revenue-expense situations, and distance-speed-time correlations. In the second trimester, students study simplifying algebraic expressions, solving one-variable linear equations, and applying these skills to various word problem scenarios. In the third trimester, they expand their knowledge for graphing lines, relating tables of values to slopes and intercepts. Students continue their work on linear graphing concepts and word problems for two linearly related variables. Technology supports instruction throughout the year.

385. Geometry 8

This course is designed for students who have completed one year of algebra and have familiarity with basic geometric concepts taught earlier in middle and lower school. Geometry 8 covers Euclidean geometry, including plane figures and solids. During the first trimester, students study reasoning and logic, and properties of parallel lines. Students also begin writing two-column proofs and perform basic constructions. During the second trimester, students study congruent triangles, relationships with triangles, quadrilaterals and other polygons, triangle similarity, the Pythagorean theorem, and special right triangles. In the third trimester, students learn about circles, the area of polygons and circles, surface area and volume, and right triangle trigonometry.

MODERN LANGUAGES

The Middle School modern language course of study spans three years. Students who complete this three-year sequence by the eighth grade receive a minimum of one year of credit toward the Upper School language requirement.

FRENCH

571. French 6

This is the first course of a three-year sequence, preparing students for US French II. At the end of the first year, students will have acquired a basic vocabulary that supports the interpretation and production of oral and written French. They will be able to communicate original ideas, in both oral and in written form, about a variety of themes including themselves, their home, preferred activities, and academic life. Through authentic and pedagogical oral comprehension exercises, students will develop their pronunciation, fluency, and confidence. Culturally and pedagogically relevant realia and resources are used to reinforce grammar, vocabulary, and all four linguistic skills.

572. French 7
This is the second course of a three-year sequence, preparing students for US French II. At the end of the second year, students will have acquired further vocabulary that supports the interpretation and production of oral and written French as well as the formulation of meaningful responses to open-ended questions. Students will experience increasing amounts of oral communication in the form of oral proficiency interviews, skits, and games. Students will be able to communicate original ideas, in both oral and in written form, about a variety of themes including: sports and leisure, holidays and celebrations, and climate and the environment. They will also begin to explore different tenses and other more complex grammatical structures. Culturally and pedagogically relevant realia and resources are used to reinforce grammar, vocabulary, and all four linguistic skills.

573. French 8
This is the third course of a three-year sequence, preparing students for US French II. As in the previous years, students will have acquired further vocabulary, grammatical structures, and tenses that support the interpretation and production of oral and written French. Students will shift from prepared oral communication to improvisational responses to open-ended questions. Students will be able to communicate original ideas, in both oral and in written form, about a variety of themes including home responsibilities, daily routines, technology, and health. Grammatical structures of the previous two years are reinforced through each thematic unit. Culturally and pedagogically relevant realia and resources are used to reinforce grammar, vocabulary, and all four linguistic skills.

SPANISH

580. Spanish 5
Spanish 5, conducted in Spanish, furthers l skills that students developed in Hackley's Lower School Spanish program. Through thematic units, students increase their vocabulary and grammar knowledge as well as learn cultural traditions of the Spanish-speaking world. Classes are fully immersive in the target language. Students advance in their learning through interactive activities, songs, and games. Students conclude the year having learned the conjugations of regular verbs in the present, gender and number agreement, articles, possessives, expressions of location and the difference between the verbs SER and ESTAR.

560. Spanish 6 Foundations
This course, conducted in Spanish, is designed for sixth grade students with minimal or no background in Spanish. In this introductory course, students learn the fundamentals of spoken and written Spanish through many language-learning techniques, including use of language in

"real" contexts, mini-dramas, memorization, and audio-visual materials. This course is designed to build a foundation in the Spanish language and also to introduce students to Spanish-speaking cultures. Grammar and vocabulary are learned within the context of the students' daily activities at school and at home. Students learn to communicate their ideas using both regular and irregular verbs in the present tense. They master many other basic grammatical structures, such as agreement of gender and number of articles, nouns, and adjectives. Students also learn essential vocabulary pertaining to greetings, school activities, weather, professions, and family. In addition to studying the language, students learn about various cultural and historic aspects of the Spanish-speaking world.

581. Spanish 6

This course, conducted in Spanish, follows Spanish 5 in the four-year Middle School Spanish language sequence. Students in this course learn through many language-learning techniques, including use of language in "real" contexts, mini-dramas, memorization, and audio-visual materials. This course is designed for students to acquire a solid basic vocabulary and develop and strengthen the four skills of language acquisition: listening, speaking, reading, and writing. Grammar and vocabulary are learned within the context of the students' daily activities at school and at home. They learn to communicate their ideas using both regular and irregular verbs in the present tense. They become comfortable with more complex grammatical structures, such as direct and indirect object pronouns, the present progressive, and regular verbs in the simple past tense. Students also learn essential vocabulary pertaining to hobbies and pastimes, travel and vacations, and shopping. In addition to studying the language, students continue to learn about various cultural and historic aspects of the Spanish-speaking world. This course emphasizes speaking and listening skills while also developing more advanced reading and writing skills. Placement in Spanish 6 is dependent on performance in Spanish 5 and the recommendation of both the teacher and department chair.

582. Spanish 7

This course, conducted in Spanish, follows Spanish 6 in the four-year Middle School Spanish language sequence. Students who have taken Spanish 6 and Spanish 7 have completed the equivalent of Spanish I in the Upper School. Through this course, students become comfortable with the forms and uses of infinitive expressions, irregularly-patterned verbs in the present tense, reflexive verbs, the preterit (simple past) tense, direct and indirect object pronouns as well as demonstrative pronouns and adjectives. Grammatical study is paired with vocabulary expansion in lexical groups such as professions, transportation, sports, food and drink, clothing, and personal hygiene. Students focus their efforts on oral and aural practice in class, while reading comprehension and writing are largely developed through homework.

582X. Accelerated Spanish 7X

This course, conducted in Spanish, is designed to synthesize the grammatical and thematic topics studied in Spanish 5 and Spanish 6. Students who have completed Spanish 6 and Spanish 7X have completed the equivalent of Spanish I in the Upper School. In addition to the coursework for Spanish 7, the Accelerated Spanish 7X course emphasizes speaking and listening skills while developing more advanced reading and writing skills. The accelerated pace of the course adds breadth and depth to the language-learner's foundational knowledge as well as developing more sophisticated communicative skills. In addition to linguistic study, students continue to learn about various cultural and historic aspects of the Spanish-speaking world. Fictional texts provide students with the opportunity to explore complex issues such as identity, family, biculturalism, migration, and poverty. Placement in Accelerated Spanish 7X is dependent on performance in Spanish 6, a diagnostic assessment, and the recommendation of both the teacher and department chair.

583. Spanish 8

This course follows Spanish 7 in the four-year Middle School Spanish language sequence. It is the equivalent of Spanish II in the Upper School. The aim of this course is to equip students for the transition to Upper School Spanish III or Accelerated Spanish III. This course is designed to provide students with an enhanced review of vocabulary and grammar structures covered over the previous three years in the Middle School. This course, conducted in Spanish, emphasizes speaking and listening skills while developing more advanced reading and writing skills. Grammar includes continued study of object pronouns, reflexive, irregular and idiosyncratic verb usage, and several tenses beyond the present. Additionally, students continue to study further thematic vocabulary. Historical and cultural components are incorporated, as well as a first taste of literature and cinema.

583X. Accelerated Spanish 8X

This course follows Spanish 7X in the four-year Middle School Spanish language sequence. It is the equivalent of Spanish II in the Upper School. The aim of this course is to equip students for the transition to Upper School Spanish III or Accelerated Spanish III.

This course, conducted in Spanish, emphasizes speaking and listening skills while developing more advanced reading and writing skills. Grammar includes a focus on the preterit versus the imperfect tenses and continued study of object pronouns, reflexive, irregular, and idiosyncratic verb usage. Students learn many other tenses, as well as the imperative and subjunctive moods. Students continue to study further thematic vocabulary. Historical and cultural components are also incorporated, as well as literature and cinema.

Placement in Accelerated Spanish 8X is dependent on performance in Accelerated Spanish 7X, a diagnostic assessment, and the recommendation of both the teacher and department chair.

CHINESE

551. Chinese 6
Mandarin Chinese 6 is an introductory course designed for Middle School students who are starting their journey in learning Mandarin. Students develop foundational skills in listening, speaking, reading, and writing, beginning with pinyin (the phonetic system for Mandarin pronunciation) and progressing to approximately 200 simplified Chinese characters, utilizing both handwriting and computer input.

Throughout the year, students build confidence in their pronunciation, tone usage, and fluency by engaging in thematic lessons delivered through storytelling and interactive communication activities (TPRS method). By the end of the course, students have essential vocabulary enabling them to participate in basic conversations and understand simple written texts.

Project-based learning is an essential feature of the course, culminating in the "10,000 Mile Trek" final project. Students select and research a topic of personal interest related to Chinese culture or language—such as food, sports, festivals, technology, economics, or philosophy—and share their insights with parents and the broader school community.

The curriculum integrates cultural exploration, including hands-on activities such as cooking, calligraphy, movie viewing, and celebrations of traditional Chinese festivals, fostering students' appreciation and deeper understanding of Chinese culture.

552. Chinese 7
Mandarin Chinese 7 is the second course in the Middle School Mandarin sequence, building upon the skills developed in Chinese 6. Students deepen their listening, speaking, reading, and writing abilities through daily practice and interactive, practical activities. Topics explored include meaningful greetings and introductions, family relationships and roles, arranging dinner dates and social plans, discussing hobbies and personal interests, and etiquette in visiting friends and hosting guests.

Throughout the year, students master approximately 200 additional simplified Chinese characters, expanding their total knowledge to about 400. They also enhance their proficiency in using pinyin for effective computer-based communication.

The curriculum continues to emphasize project-based learning, including the annual "10,000 Mile Trek" project, where students research and present a topic of personal interest related to Chinese language or culture. Rich integration of Chinese culture remains central, with students actively engaging in traditions and customs through calligraphy, painting, martial arts, and festive celebrations. Opportunities for leadership development are embedded as students organize and lead cultural events, notably the school's Chinese New Year celebration, cultivating community engagement and cultural pride.

Multimedia presentations, interactive websites, songs, and supplementary materials enrich classroom and home learning experiences. By year's end, students canconfidently communicate in Mandarin, engaging in deeper conversations, comprehending and responding to simple texts, and preparing effectively for continued success in Chinese 8.

553. Chinese 8
Mandarin Chinese 8 is the final course in the Middle School Mandarin sequence, building upon skills developed in Chinese 6 and 7. Students deepen their proficiency through thematic units featuring more complex conversations, texts, and grammar structures. Curriculum topics include making appointments, studying Chinese, school life, shopping, and transportation. Students learn approximately 250 additional simplified Chinese characters, bringing their total character knowledge to around 650.

Students further enhance their communicative skills, focusing on speaking, reading, and writing about familiar and personal topics. Authentic Chinese resources, including short fictional texts, interactive websites, and multimedia materials, support both classroom learning and home study.

Project-based learning continues to be central, highlighted by the "10,000 Mile Trek" final project, where students research and present on a topic related to Chinese culture or language. Cultural exploration remains integral, with deeper engagement in Chinese history, customs, poetry, and cuisine. Students take increased leadership roles in organizing the school's Chinese New Year celebration, applying their language skills practically and collaboratively. By the end of Chinese 8, students possess a strong foundation in Mandarin, equipped with expanded vocabulary, refined grammatical understanding, and increased confidence in communication. They arewell-prepared to continue their language studies in the Upper School and to effectively engage with diverse global cultures.

MIDDLE SCHOOL MUSIC

With the right training, consistent practice, and abundant encouragement, a young musician’s skills can flourish between grades five and eight. Performers have the opportunity to develop their individual potential in vocal or instrumental music and deepen their understanding of musical language through thoughtful listening and collaborative performance with peers.

Grade-Level Offerings:

- **Grade 5:**
    - *Introduction to Band 5* invites students to begin learning a woodwind, brass, or percussion instrument.
    - *String Orchestra 5* is designed for students continuing on a string instrument begun in earlier grades, offering ensemble experience and collaboration.
    - *Introduction to Chorus* provides young singers with a foundation in music reading and vocal technique in a choral setting, focusing on repertoire that highlights their developing skills.
- **Grade 6:**
    - *Band 6*, *String Orchestra 6*, and *Chorus 6* reinforce the fundamentals taught in fifth grade, with increased emphasis on performance, practice habits, and ensemble development.
- **Grades 7 and 8:**
    - Students may join the major ensembles—Concert Band, Orchestra, or Chorus—applying their foundational training and critical listening skills toward high-level ensemble performance.
    - Those not participating in a major ensemble are required to take a minor music course, continuing to grow as musicians through broader exposure to the value and power of music in society.

FIFTH GRADE MUSIC CLASSES (select one):

945. Introduction to Band

Open to students who wish to learn to play flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, baritone, tuba, or percussion, students enrolled in this class will develop fundamental skills on their chosen instrument while learning the fundamentals of musical language. Students will receive group lessons three times per eight-day cycle and are expected to spend time reviewing their lessons at home. Additional private instruction is offered through the Hackley Music Institute after school or through referral to area music professionals.

955. Introduction to Chorus

Students in this class work on fundamental choral skills such as tone production, pitch

matching, intonation and part singing through the study of musical exercises and repertoire. Singers practice musical independence, learning to expand the "inner ear," and generate musical ideas from within. Emphasis is placed on developing a strong sense of relative pitch.

965. String Orchestra 5

This course is open to any student who plays violin, viola, cello or string bass, and has some prior experience with their instrument either at Hackley or another school. Students learn the techniques of ensemble playing and proper rehearsal habits while reviewing the fundamentals of pitch and rhythm reading. Short works of major composers as well as contemporary selections are performed. Private lessons are strongly encouraged.

SIXTH GRADE MUSIC CLASSES (select one):

946. Band 6

Open to students who play or would like to play flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, baritone, tuba, or percussion, the ensemble will perform elementary band materials, transcriptions of classical works, and popular tunes. Students learn techniques of ensemble playing and good rehearsal habits. Students are expected to practice their band music at home. Private lessons are strongly encouraged and may be scheduled through the Hackley Music Institute or with an area music professional.

956. Chorus 6

This course continues to develop choral skills, stage movement, diction and vocal technique while reinforcing and enhancing the fundamental musical skills acquired in fifth grade. Repertoire is drawn from classical, folk, and popular music. Some analysis of musical forms and styles and use of appropriate musical terminology is part of the curriculum.

966. String Orchestra 6

A continuation of String Orchestra 5, this course is open to any student who plays violin, viola, cello and string bass**.** Ensemble skills and rehearsal techniques are enhanced and fundamentals are reinforced as students prepare more challenging repertoire to suit the grade level.

SEVENTH GRADE MUSIC CLASSES (select one):

PAMA-2. Concert Band (Major)

This course is open to seventh and eighth grade students who have received sufficient training on their chosen instrument (flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, baritone, tuba, or percussion) through participation in instrumental programs in the fifth and sixth grade, or through equivalent experience at a previous school or with a private teacher. Students in this ensemble study works from the standard repertoire written for this age level while enhancing ensemble skills such as intonation, rhythmic accuracy, dynamics, and tonal blend.

PAMA-7. Chorus 7-8 (Major)

This course is open to seventh and eighth grade students who have received sufficient choral or vocal training through participation in Introduction to Chorus, Chorus 6, or equivalent work at a previous school or with a private teacher. The four meeting times per eight-day cycle allows the opportunity for enhanced reading and ensemble skill development.

PAMA-5. Orchestra 7-8 (Major)

This course is open to seventh and eighth grade students who have received sufficient training on their chosen instrument (violin, viola, cello or string bass) through participation in instrumental programs in the fifth and sixth grade, or equivalent experience at a previous school or with a private teacher. Students in this ensemble study works from the standard repertoire written for this age level while enhancing ensemble skills such as intonation, rhythmic accuracy, dynamics and blend.

MIN 7-9. All Things Musical (Minor)

This course offers a survey of musical genres and invites students to savor the universal appeal of music. After reviewing the elements of music, students will study a variety of historical styles and idioms, focusing on exemplary composers and performers who defined and transformed their musical worlds. They will consider ways in which music reflects and affirms cultural values, and they will learn about the use of music in therapeutic settings. Various composers in the Western classical music tradition will be considered, as well as major contributors to Jazz, Rock and Roll, Electronic Music, and students' own cultural heritage.

EIGHTH GRADE MUSIC CLASSES (select one):

PAMA-2. Concert Band (Major)

This course is open to seventh and eighth grade students who have received sufficient training on their chosen instrument (flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, baritone, tuba, or percussion) through participation in instrumental programs in the fifth and sixth grade, or through equivalent experience at a previous school or with a private teacher. Students in this ensemble study works from standard repertoire written for this age level while enhancing ensemble skills such as intonation, rhythmic accuracy, dynamics and tonal blend.

PAMA-7. Chorus 7-8 (Major)

This course is open to seventh- and eighth-grade students who have received sufficient choral or vocal training through participation in Introduction to Chorus, Chorus 6, or through equivalent experience at a previous school or with a private teacher. Students in the choral major will develop their music-reading and ensemble singing skills. Whenever possible, the chorus will meet as two groups, split by voice range so that the teachers may tailor instruction to the students' voices.

PAMA-5. Orchestra 7-8 (Major)

This course is open to seventh- and eighth-grade students who have received sufficient training on their chosen instrument (violin, viola, cello or string bass) through participation in instrumental programs in the fifth and sixth grade, or through equivalent experience at a previous school or with a private teacher. Students in this ensemble study works from the standard repertoire written for this age level while enhancing ensemble skills such as intonation, rhythmic accuracy, dynamics and blend.

MIN 8-11. Introduction to Musical Theatre (Minor)

This class explores the history and evolution of musical theatre. Students will learn about operettas, ballad operas, vaudeville, minstrel shows, and the emergence of what is now the traditional Broadway Show. Examples from the various time periods will be studied closely.

Students will become familiar with the works of notable composers and lyricists, including Irving Berlin, Gilbert and Sullivan, Rodgers and Hammerstein, Leonard Bernstein, Stephen Sondheim, Stephen Schwartz, and many others.

PHYSICAL EDUCATION AND ATHLETICS

Hackley's academic tradition is matched by a strong athletic tradition. Sports contribute significantly to individual development, commitment, pride, camaraderie and community while fostering hard work, fidelity and courage. In addition, sports offer a necessary release for a student's natural exuberance while promoting physical fitness.

995. Physical Education 5 / 996. Physical Education 6

The Physical Education program for students in fifth and sixth grades provides developmental instruction in activities designed to foster the basic skills and strategies necessary for a lifetime of physical activity and wellness. The program's focus is on the child's physical, social, and emotional growth and well-being. Instruction is aimed at developing gross motor skills, directionality, object manipulation, coordination, spatial awareness, and lifetime fitness. The instructional environment emphasizes participation, cooperation, respect, leadership, sportsmanship, and teamwork.

SCIENCE

Students begin the study of science in the Middle School by examining topics with which they can have first-hand experiences, including life on their own planet, interactions with their local environment, and an understanding of the physical and biological world. Opportunities are provided that will engage their interest and stimulate them to ask questions about their surroundings. Specialized equipment and computer sensors are often used during laboratory work with an emphasis on building laboratory and observational skills. These skills, along with a strong introduction to science concepts, enable students to be prepared for more sophisticated concepts that they will face in higher-level courses.

495. Science 5

Fifth grade science at The Hackley School follows the Next Generation Science Standards, with the Engineering Design Process serving as the year's unifying theme. Students begin with Matter, developing models to describe particles too small to be seen, investigating conservation of weight through changes like heating, cooling, and mixing, and identifying materials by their properties. Students then dive into the six-week Invention Convention, in which each student applies the full Engineering Design Process to create an invention that solves a real problem in their own life or improves an existing solution—defining the problem, generating and testing multiple ideas, and refining a final prototype.

With the design process now in their toolkit, students carry it through the rest of the year to evaluate problems and engineer solutions. In the Space unit, students explore Earth's place in the universe, gathering evidence about the sun's brightness relative to other stars, graphing patterns of shadows, day and night, and the seasonal appearance of stars—and putting their engineering skills to work launching rockets. The year concludes with Ecosystems, where students model how matter and energy move among plants, animals, decomposers, and the environment, trace the energy in food back to the sun, and examine how Earth's systems interact. Hands-on engineering projects woven throughout the year ensure that Hackley fifth graders leave with both a strong foundation in science content and the confidence to design solutions of their own.

496. Science 6: Earth Science

In this course, students will study the general nature of the Earth by examining the forces that shape it both at the surface and below. Beginning with the study of chemical compounds and water, students will learn about physical and chemical properties through their studies of the chemistry of water, the water cycle, weather and the effects of greenhouse gases, and the ocean, which will include marine biology. Students will then apply this knowledge to their Geology units, where students will study rocks and mineralogy in depth. Followed by a study into Plate Tectonics, we will explore how dynamic forces deep within the Earth create tectonic activity. Throughout the course, students will learn the nature of scientific inquiry and develop their skills of a scientist by participating in the laboratory activities and projects throughout the year.

497. Science 7: Life Science

Biology is the study of life and living things, including their structure, function, growth, evolution, ecology, and taxonomy. This course emphasizes three key themes in life science: the connection between structure and function, the evolutionary relationships between living things, and the interdependence between organisms and their environment within ecosystems. Concepts and content are explored through laboratory work, reading and writing assignments, collaborative research projects, computer applications, and classroom discussions. Hackley's nature trails also provide an outdoor classroom and laboratory for active, hands-on investigations of local ecology. In the laboratory, students learn to work both cooperatively and autonomously, to use equipment properly and safely, to make observations carefully and thoroughly, and to reason scientifically.

498: Science 8: Human Biological Systems

Science 8 is designed to build off of the skills acquired in Science 7, continuing with the relationship between structure and function, and relating all systems through homeostasis. The course provides an exploration of biochemical and biological processes within the human body. Students will learn about the different levels of organization, from cells to organ systems, and will explore how these organ systems come together to create a complex yet efficient system. Students will be able to comprehensively relate the information they have learned to real world concepts and situations, and communicate the scientific knowledge they have mastered into everyday terminology.

THEATRE ARTS

Theatre Arts offers Middle School students an opportunity to explore concepts of performance based upon character. Over the course of their experience in the Middle School, students are exposed to the craft of scene writing, character development, stage presence, blocking, and the behind-the-scenes technicalities that bring theatre to life.

Seventh and eighth grade students who elect to major in theatre arts should select Acting Intensive. Seventh and eighth grade students who minor in theatre arts should select All Things Theatrical.

915. Drama 5

Drama 5 introduces the foundations of theatre through games and exercises. Students will have the opportunity to perform for others in casual classroom settings, helping to increase their confidence and sense of stagecraft. The course focuses on each actor's

individual progress and his or her ability to engage in the rehearsal and development process both individually and with others. By the end of the year, students in Drama 5 will memorize and perform a short adaptation of a children's book.

916. Drama 6

This class will follow up on the foundations of theatre that were taught in Drama 5. Students will continue to work on theatre vocabulary, expressive and clear voice, creative movement and character development. The content of the class will balance improvisation with scripted scenes and monologues. The course is highly collaborative, with a focus on working with others to create a strong classroom ensemble

PAMA-8. Acting Intensive 7-8 (Major)

Acting Intensive is designed for students who enjoy the art of acting and want frequent opportunities to perform. Participants will master realistic acting and character development through scenes, monologues, and projects. The course incorporates improvisation, movement exercises, and group work to explore acting techniques. Key skills include teamwork, patience, active listening, and presence in the moment. Students will showcase their skills in two performances throughout the year. Please note: eighth grade students who want to try out for Varsity teams in either the winter or spring seasons should not register due to the time commitment for rehearsals and performances.

MIN7-8/MIN8-10. All Things Theatrical (Minor)

Discover the many dimensions of theater through our engaging Theater Minor program. This fast-paced course offers a comprehensive exploration of the theatrical arts. Students will rotate among three expert theater instructors, each focusing on a distinct aspect of the discipline. Learn the fundamentals of behind-the-scenes technical theater, delve into the richness of Shakespearean drama, and develop your creative voice through drama exploration.

VISUAL ARTS

The Middle School art program offers students a rich artistic experience by cultivating visual and perceptual awareness, developing technical proficiency in a range of media and disciplines, and nurturing an appreciation and enjoyment of art and the creative process. As looking and seeing are at the core of any studio activity, students in the M.S. art program learn the value and importance of careful and thoughtful observation as an essential part of the creative process. And as drawing is at the root of all art making, M.S. artists are encouraged to deepen their understanding of the formal drawing issues introduced to them in our Lower School program. Level appropriate projects and exercises reinforce these issues and allow students opportunities for personal interpretation, and to explore their own solutions to visual problems. Using an assortment of materials from pencil, pen, charcoal, and pastel, to paint and sculptural media, students will gain confidence in their ability to make creative decisions as they tackle both figurative and abstract challenges. Middle School artists will also further develop the critical thinking skills essential for real progress in the visual arts. Analyzing, critiquing, and discussing art, inside and outside the Middle School studio, are important elements of the curriculum. The history of art, both past and present, is linked to many of the projects in all four grades, so that students understand and appreciate the important role art has played in society through the ages.

In seventh and eighth grades, students who elect to major in art will participate in three different trimester-long offerings. “Explorations in Sculpture,” “The Illusion of Volume — Exploring the Methods of the Renaissance Masters in drawing, painting, and printmaking” and “Digital Photography and Graphic Design” are possible trimester offerings available to Middle School art majors.

875. Studio Art 5

The fifth grade art curriculum focuses initially on helping students transition from our Lower School program to the Middle School studio, and teaches our new Middle School artists appropriate studio behavior and practices. Fifth graders will become responsible for their own setup at the start of class and cleanup at the end of each class, and will be encouraged to work and focus in the studio as they would in any other classroom in the Middle School. The 5th grade curriculum strives to build on the interest and enthusiasm for art generated in our Lower School program, while reinforcing central concepts and fundamental techniques. Projects during the year are designed to develop drawing, design, and perceptual skills, as well as encourage creative thinking and growth.

876. Studio Art 6

The sixth grade art curriculum builds on the knowledge and skills learned in the fifth grade by presenting students with more challenging projects and visual problems, as well as greater freedom to solve them. Growing confidence and independence are fostered through expanded projects that emphasize the importance of careful observation and perceptual drawing. In the fifth grade, color theory is introduced, and craftsmanship is discussed as an essential component of the art making process.

VAMIN - 1. Studio Art 7/8 (Minor)

The seventh and eighth grade art minor challenges students to create works with more sophisticated thinking and techniques. The course emphasizes the importance of thoughtful mark making as an essential descriptive tool, and instructs students how to convincingly create the illusion of three-dimensional form on the flat surface of a drawing page. Seventh and 8th grader art minors will have the opportunity to experiment during the year with painting, printmaking and sculpture. The art minor engages students with a series of in-depth projects that emphasize the human figure as a subject. Students will approach the figure with a variety of exercises and projects ranging from faster, intuitive gesture sketches to more developed analytical drawings. Projects will continue to focus on learning how to represent the illusion of form and volume on the drawing page, and a more complex understanding of color theory will be addressed and encouraged. At the end of the year, students will have the tools, knowledge, and confidence to matriculate confidently into our Upper School Foundation Art program.

VAMA – 1. Studio Art 7/8 Major

Conceived and designed to provide a broad range of experience to the serious and passionate Middle School artist, the 7/8 grade Studio Art major program rotates students through three different, fun, and challenging trimester mini-classes over the course of the year. A few of the possible trimester mini-classes are described below:

Tri I
Two-Dimensional Art Intensive
In this trimester focus, students spend their studio time exploring aspects related to drawing, painting and printmaking, often translating reality with line and shading. This class will alternate its focus each year so that one year's focus is on observational drawing and painting and the next year on printmaking, with the following specifics:

1. The Illusion of Volume- Exploring the Methods of the Renaissance Masters

During the European Renaissance, artists made groundbreaking moves towards capturing the volume and depth of the real, three-dimensional world onto a two-dimensional surface. Students will learn a number of "classical" drawing techniques including tonal range and chiaroscuro. The class will study the paintings of masters of these techniques, namely the works of Caravaggio and Artemisia Gentileschi, as well as contemporary artists who utilize similar approaches such as Kehinde Wiley. Students will work with a range of art materials including graphite and charcoal, and will finish the trimester with an "Incognito Self-Portrait" in acrylic on canvas.

2. Printmaking: Repetition & Impact

Printmaking technique and its connection to observing and translating the world, has been crucial to the visual arts since the late European Renaissance. Its impact on contemporary art and activism is undeniable. In this course, students will learn three basic printmaking techniques: the collagraph, block printing and dry point etching. Along with their production of original works of art, students will study pieces by artists who mastered printmaking techniques in their own practice including: Belkis Ayón, Max Ernst, Elizabeth Catlett & Albrecht Dürer. By the end of the trimester, students will have completed three main printmaking projects with a focus on the use of line, texture and repetition.

Tri II

Digital Photography and Design:

In this course, students will learn the basics of operating a digital camera, learning how to make accurate exposures and edit their images in Adobe Photoshop. Starting with Nature as their subject, students will learn about composition by creating Cyanotypes, and move into other contemporary and historical means of photography like portraits and landscape. Through class projects, students will learn to use the camera effectively to express their personal visual ideas and connect those ideas to basic design concepts. Final projects will combine design and photography principles with a poster design, book cover or original album cover.

Tri III

Explorations in Sculpture

"Where the Wild Things Are"

Artists throughout time have explored the theme of animals in art to express a wide range of themes and emotions. The Pre-Columbian potters modeled exquisite Moche Pottery depicting domesticated animals including humorous depictions of pet dogs, as well as the animals that represent their spirit world such as the fierce jaguar. Contemporary sculptors are grappling with the theme of climate crisis and the issue of the endangered species in their art works.

We will study animals that live here in the Hackley woods as well as animal sculptures in historical as well as in contemporary art. Students will hone their skills in drawing as they study the gesture, anatomy, and proportions of a variety of animals. They will learn first to model and carve their animal sculptures in clay. Students will learn to use a variety of wood working tools as they construct wood scenes for their clay creations. We will study animals that live here in the Hackley woods as well as animal sculptures in historical as well as in contemporary art. Additional projects will include the design and construction of a container using patterns and slabs of clay. Students will also challenge themselves as they learn the fundamental skills of throwing forms on the pottery wheel. Creative Art Majors will have the opportunity to exhibit their work in the "Arrow" as well as in the Middle School Art Show in May.