

# CLASSICAL COMPOSITION SEQUENCE

IDEAL SEQUENCE			STARTING LATE*	
Grade	Stage		Grade	Suggested Sequence
4 <sup>th</sup>	I:	Fable	5-8 <sup>th</sup>	<b>First Year:</b> Fable <i>and</i> Narrative <b>Second Year +:</b> one stage a year continuing
5 <sup>th</sup>	II:	Narrative	9-10 <sup>th</sup>	<b>First Year:</b> Narrative (can skip Fable at this age) <i>and</i> Chreia & Maxim <b>Second Year:</b> Refutation & Confirmation <b>Third Year:</b> Common Topic <b>[Fourth Year]:</b> Encomium, Invective, & Comparison
6 <sup>th</sup>	III:	Chreia & Maxim		
7 <sup>th</sup>	IV:	Refutation & Confirmation		
8 <sup>th</sup>	V:	Common Topic	11-12 <sup>th</sup>	highly recommend Memoria Press Online Academy High School Composition I course, which covers stages I-IV in one year (it is very difficult to get through all four of these stages in one year without an experienced <i>Classical Composition</i> teacher) OR <b>First Year:</b> Narrative <i>and</i> Chreia & Maxim <b>Second Year:</b> Refutation & Confirmation <i>and</i> Common Topic
9 <sup>th</sup>	VI:	Encomium, Invective, & Comparison		
10 <sup>th</sup>	VII/VIII:	Characterization / Description (semester courses)		
11 <sup>th</sup>	IX:	Thesis & Law (semester course)		

\* Students who start late will not get through all the stages—but that is okay! Each level completed will equip students with new skills, hone those already learned, and train them to think more clearly and logically. We recommend trying to at least complete *Common Topic* (stage V), which will, combined with *Refutation & Confirmation* (stage IV), provide students with the ability to develop arguments on any topic and write clearly and persuasively about it, a necessity for any college-level paper.

## *Classical Composition:*

- Teaches students to create ideas for composition, to think and create! It teaches skills step-by-step, or "precept upon precept, line upon line" and thus eliminates frustration.
- Teaches with an eye toward mastery. Writing skills are built and reviewed with each stage, so that the writing process becomes second nature.
- Teaches through modeling and repetition. Writing skills are thus truly mastered by the students, and guesswork on how to write is eliminated. No guesswork is involved; merely mastery.
- Teaches students to write descriptively and clearly.
- Teaches ideas, rather than introducing style too early, thus emphasizing content rather than "extras."
- Teaches that style is dependent on the audience, not as an isolated skill. Writing is supposed to move your audience.