



LATHOM
HIGH SCHOOL

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Headteacher: Mrs J M Galbraith

Curriculum Overview

Creative Arts

Art	Term 1	Term 2	Term 3
Year 7	<p>‘Day of the Dead’</p> <p>Knowledge: Artist investigation, presentation skills, sketchbook skills and application, applying line and shape, pattern, lead pencil skills, coloured pencil skills and grid drawing.</p> <p>Key Skills: Students will be looking at developing their basic Art skills, with the use of line, shape, shade and tone. Students will explore the use of both lead and coloured pencil techniques. While investigating the Mexican ‘Day of the Dead’ festival, looking at the traditions, decoration and meaning behind the festival.</p>	<p>‘Bugs’</p> <p>Knowledge: Artist investigation, symmetry drawing, oil pastels, sgraffito, mixed media, paint, water colour, colour theory and colour mixing,</p> <p>Key Skills: Students will be developing a wider range of techniques, experimenting with new media such as paint and oil pastels. We will also be learning the basics of colour theory and colour mixing. Student will continue to develop the skills they were taught in unit one, along with refining their sketchbook and presentation skills.</p>	<p>‘Typography’</p> <p>Knowledge: Artist investigation, collage, lettering, fonts, scale, lettering, mixed media bubble writing, 3D work and presentation of the written word.,</p> <p>Key Skills: Students will be learning how to present text in an interesting and creative way. We will be specifically looking at the presentation of the written word and how we can make this more artistically pleasing. Developing their use of line, shape and free hand drawing through bubble lettering and other lettering styles. We will also start to look at 3D creating a 3D letter.</p> <p>(This is a new project to further secure the quality of students’ hand writing skills)</p>
Year 8	<p style="text-align: center;">‘Art through the ages’</p> <p>This is a new project this year, which has been developed to help with students’ historical understanding of the Art work that we investigate. This also builds in more reading and writing opportunities.</p> <p>Knowledge: Artist investigation, historical context, presentation skills, sketchbook skills, experimentation with media and techniques, 2D and 3D work.</p> <p>Key Skills: Students will be looking at the changes that have taken place in Art throughout history. Starting in the Prehistoric era, all the way through to the 21st century, exploring how time, society and history change and shape the way we look at, perceive and create Art. Students will investigate a range of different artists, styles, genres, disciplines and techniques throughout the year. Work will be presented in a similar way to GCSE to prepare students and to help with their understanding of how to present their work.</p>		
Year 9	<p style="text-align: center;">‘Art through the ages’</p> <p>Year 9 will be following the same new unit as Year 8 – this is to secure skills that were developed through periods of remote learning, whilst learning about the historical content of the Art work.</p> <p>Knowledge: Artist investigation, historical context, presentation skills, sketchbook skills, experimentation with media and techniques, 2D and 3D work.</p> <p>Key Skills: Students will be looking at the changes that have taken place in Art throughout history. Starting in the Prehistoric era, all the way through to the 21st century, exploring how time, society and history change and shape the way we look at, perceive and create Art. Students will investigate a range of different artists, styles, genres, disciplines and techniques throughout the year. Work will be presented in a similar way to GCSE to prepare students and to help with their understanding of how to present their work.</p>		

<p>Year 10</p>	<p>‘Mixed Media’</p> <p>Knowledge: Artist investigation, photography, experimentation with mixed media, collage, stencils prints, development of ideas leading to a final piece of work.</p> <p>Key Skills: Students will be investigating the use of mixed media, through a steampunk theme. They will investigate three different mixed media artists, explore mixed media, photography, collage and stencils print skills. This will lead them to developing their own independent work based on this theme. Resulting in one larger piece of work to complete the project.</p>	<p>‘Mock Exam’</p> <p>Knowledge: Artist investigation, photography, experimentation with different media, drawing, development of ideas, planning for final piece, 10-hour piece of work in exam conditions.</p> <p>Key Skills: Students will have the opportunity to choose one of seven themes, that have previously been set by the exam board for the externally set exam. Students will independently investigate three appropriate artists, take their own photos and develop work based on their own ideas. This will lead on to planning out one large final piece, which they will complete over 10 hours in exam conditions.</p>
<p>Year 11</p>	<p>‘Mock Exam’</p> <p>Knowledge: Artist investigation, photography, experimentation with different media, drawing, development of ideas, planning for final piece, 10-hour piece of work in exam conditions.</p> <p>Key Skills: Students will have the opportunity to choose one of seven themes, that have previously been set by the exam board for the externally set exam. Students will independently investigate three appropriate artists, take their own photos and develop work based on their own ideas. This will lead on to planning out one large final piece, which they will complete over 10 hours in exam conditions.</p>	<p>‘Externally set Art exam’</p> <p>Knowledge: Artist investigation, photography, experimentation with different media, drawing, development of ideas, planning for final piece, 10-hour piece of work in exam conditions.</p> <p>Key Skills: Students will choose one of seven themes, that has been set by the exam board for the externally set exam. Students will independently investigate appropriate artists, take their own photos and develop work based on their own ideas. This will lead on to planning out one large final piece, which they will be complete over 10 hours in exam conditions.</p>

Photography	Term 1	Term 2	Term 3
Year 10	<p>‘Portraiture’</p> <p>Knowledge: Photographer/Artist investigation, planning photoshoots, development of ideas/photos, planning for final outcomes.</p> <p>Key Skills: Students will be looking at the theme of portraiture, they will investigate three portrait photographers/artists. Students will then begin to plan their own independent photoshoots based on the ideas and techniques that we have investigated. Students will be expected to plan at least three photoshoots and develop ideas and the photos that they have taken. This should lead to one or a series of final outcomes.</p>	<p>‘Portraiture’</p> <p>Knowledge: Photographer/Artist investigation, planning photoshoots, development of ideas/photos, planning for final outcomes.</p> <p>Key Skills: Students will be looking at the theme of portraiture, they will investigate three portrait photographers/artists. Students will then begin to plan their own independent photoshoots based on the ideas and techniques that we have investigated. Students will be expected to plan at least three photoshoots and develop ideas and the photos that they have taken. This should lead to one or a series of final outcomes.</p>	<p>‘Mock Exam’</p> <p>Knowledge: Photographer/Artist investigation, planning photoshoots, development of ideas/photos, planning for final piece, 10-hour piece of work in exam conditions.</p> <p>Key Skills: Students will have the opportunity to choose one of seven themes, that have previously been set by the exam board for the externally set exam. Students will independently investigate three appropriate photographers/artists, plan and take their own photos and develop these photos based on their own ideas. This will lead on to planning out one or a series of final outcomes, which they will complete over 10 hours in exam conditions.</p>
Year 11	<p>‘Mock Exam’</p> <p>Knowledge: Photographer/Artist investigation, planning photoshoots, development of ideas/photos, planning for final piece, 10-hour piece of work in exam conditions.</p> <p>Key Skills: Students will have the opportunity to choose one of seven themes, that have previously been set by the exam board for the externally set exam. Students will independently investigate three appropriate photographers/artists, plan and take their own photos and develop these photos based on their own ideas. This will lead on to planning out one or a series of final outcomes, which they will complete over 10 hours in exam conditions.</p>	<p>‘Externally set Photography exam’</p> <p>Knowledge: Photographer/Artist investigation, planning photoshoots, development of ideas/photos, planning for final piece, 10-hour piece of work in exam conditions.</p> <p>Key Skills: Students will choose one of seven themes, that has been set by the exam board for the externally set exam. Students will independently investigate three appropriate photographers/artists, plan and take their own photos and develop these photos based on their own ideas. This will lead on to planning out one or a series of final outcomes, which they will complete over 10 hours in exam conditions.</p>	

Drama	Term 1	Term 2	Term 3
Year 7	<p>Intro to Drama</p> <p>Knowledge: Basic Drama skills such as still image, narration, improvisation, cross-cutting, thought track, marking the moment and physical theatre.</p> <p>Key Skills: Students will be looking at developing their basic Drama skills in preparation for devising their own pieces.</p>	<p>Introduction of Play Text – Terrible Fate’</p> <p>Knowledge: Interpreting script including context, character, narrative structure, stage directions and an introduction of production elements.</p> <p>Key Skills: Students will develop an understanding of a playwright’s intentions, whilst learning how to engage an audience through believable characterisation.</p>	<p>Process Drama – ‘Victorians’</p> <p>Knowledge: In role, the teacher questions, summarises, challenges, and engages the students in a dramatic context that promotes thinking, problem-solving, and language use.</p> <p>Key Skills: Students will be engaged in dramatic situations outside of theatre, participating in a process, not producing a performance.</p>
Year 8	<p>Devising from stimulus – ‘Hit and Run’</p> <p>Knowledge: Developing Drama skills such as Teacher in Role, reportage, cross-cutting, marking the moment, mime</p> <p>Key Skills: Students will be developing their devising skills through the exploration of a moral dilemma. This will enable them to consider dramatic intentions for an audience.</p>	<p>Melodrama</p> <p>Knowledge: Exploration of stock characters, asides, narration, cliff-hanger endings and sensational storylines</p> <p>Key Skills: Students will explore history of theatre and learn how to perform in order to have an impact on an audience.</p>	<p>Exploration of play text – ‘Blood Brothers’</p> <p>Knowledge: Interpreting script including context, character, narrative structure, stage directions and an introduction of production elements.</p> <p>Key Skills: Students will develop an understanding of a playwright’s intentions, whilst learning how to engage an audience through believable characterisation.</p>
Year 9	<p>Process Drama – ‘Warden X’</p> <p>Knowledge: In role, the teacher questions, summarises, challenges, and engages the students in a dramatic context that promotes thinking, problem-solving, and language use.</p> <p>Key Skills: Students will be engaged in dramatic situations outside of theatre, participating in a process, not producing a performance.</p>	<p>Exploration of play text – ‘DNA’</p> <p>Knowledge: Interpreting script including context, character, narrative structure, stage directions and an introduction of production elements.</p> <p>Key Skills: Students will develop an understanding of a playwright’s intentions, whilst learning how to engage an audience through believable characterisation.</p>	<p>Theatre Practitioners and Styles</p> <p>Knowledge: Understanding of a variety of theatre practitioners including Frantic Assembly, Complicit, Kneehigh, Stanislavski, Brecht and Artaud</p> <p>Key Skills: Students will gain an understanding and explore a range of styles to develop knowledge of how to create an engaging, dynamic piece of devised theatre.</p>
Year 10	<p>Component 3: Theatre Makers in Practice: Section A Bringing Texts to Life – ‘The Crucible’</p>	<p>Introduction to devising methods and techniques</p> <p>Component 1 - Devising</p> <p>Knowledge: Creation, development and</p>	<p>Component 1: Devising - Portfolio</p> <p>Knowledge: Reflection and evaluation of effectiveness of devising process including ideas explored, research, collaborative involvement,</p>

	<p>Knowledge: Interpreting Text including context, character, narrative, stage directions and production elements including costume, set, lighting, sound and staging.</p> <p>Key Skills: Students will</p>	<p>refinement of a devised piece of theatre from stimuli, communicating intentions for an audience.</p> <p>Key Skills: Students will develop skills in group work, research and negotiation, while also developing Creativity and performance skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.</p>	<p>structure, style, content, genre, character and language.</p> <p>Key Skills: Students will analyse and evaluate their final performance, along with the effectiveness of their contribution to it using appropriate subject-specific terminology. They will also justify decisions made in terms of style, content, character, structure and genre.</p>
<p>Year 11</p>	<p>Component 1: Devising – Portfolio</p> <p>Knowledge: Reflection and evaluation of effectiveness of devising process including ideas explored, research, collaborative involvement, structure, style, content, genre, character and language.</p> <p>Key Skills: Students will analyse and evaluate their final performance, along with the effectiveness of their contribution to it using appropriate subject-specific terminology. They will also justify decisions made in terms of style, content, character, structure and genre.</p> <p>Component 2: Performance from Text</p> <p>Knowledge: Developing knowledge, understanding and skills in exploring and performing from a chosen performance text.</p> <p>Key Skills: Students will gain knowledge and understanding to explore how meaning is communicated through themes, issues and dramatic conventions. They will also explore character relationships through the use of voice and physicality.</p>	<p>Component 2: Performance from Text</p> <p>Knowledge: Developing knowledge, understanding and skills in exploring and performing from a chosen performance text.</p> <p>Key Skills: Students will gain knowledge and understanding to explore how meaning is communicated through themes, issues and dramatic conventions. They will also explore character relationships through the use of voice and physicality.</p>	<p>Component 3: Theatre Makers in Practice: Section B Live Theatre Evaluation and revision for section A and B</p> <p>Knowledge: students will explore practically how a complete performance text might be interpreted and realised from ‘page to stage’. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process.</p> <p>Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them a more critical and varied approach to their own work as theatre makers.</p> <p>Key Skills: Students will practically consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance, including acting style and purpose, set, props, lighting, sound, costume, use of stage space and spatial relationships in order to offer possible interpretations from the perspective of performer, director or designer.</p>

Music	Term 1	Term 2	Term 3
<p>Year 7</p> <p>Explore the key skills of performance, composition & listening in 3 units studying various styles, genres and instruments</p>	<p>‘Keyboard Capers’ (western classical, pop, folk, tv and film)</p> <p>Knowledge: <i>How do I read music? What is music theory? What is the piano and how do I play it?</i></p> <p>Key Skills: <i>Playing - understanding treble clef notation and rhythm, reading rhythms and notation, understanding tempo and how to perform tempo in music, performing on the keyboard a 1 minute programme of music</i> <i>Critical engagement and SMSC – appraising and evaluating music, understanding how music makes us feel and the impact it can have</i></p>	<p>‘Find your voice’ (pop, musical theatre)</p> <p>Knowledge: <i>What are the different types of voice? What is texture in music and how is it created? How can I use my voice creatively?</i></p> <p>Key Skills: <i>Listening skills – identifying the different voice types and how texture is created, understanding and identifying use of dynamics and tempo in songs</i> <i>Performing – maintaining an independent part in a small group through playing or singing, singing with mostly accurate tuning and with dynamics, following and leading simple performance directions</i> <i>Composition – creating and performing a mash up</i> <i>Critical engagement and SMSC – appraising and evaluating music, understanding how music makes us feel and the impact it can have</i></p> <p>(For 2021/22, this unit has been moved from Term 1 as part of our preventative measures relating to the pandemic)</p>	<p>‘Instruments of the Orchestra’ (western classical)</p> <p>Knowledge: <i>What is an orchestra? How is an orchestra organised and why? What impact can orchestral music have on us? Can I describe it using the correct musical terminology?</i></p> <p>Key Skills: <i>Listening skills – identifying instruments, their sounds and the role they play in the orchestra</i> <i>Playing and composing – experimenting with different instruments and evaluating the effects their sounds can create, performing as part of an ensemble playing your own part in a mini orchestra</i> <i>Critical engagement and SMSC – appraising and evaluating music, understanding how orchestral music is used and the impact it can have, for example through changes in tempo, texture and dynamics</i></p>
<p>Year 8</p> <p>Enrich a love of music through further development of the key skills using a variety of ensemble and solo works</p>	<p>‘The band’ (popular music)</p> <p>Knowledge: <i>What makes a good band/group? How do they perform well together? How do I play an instrument in a band/group?</i></p> <p>Key Skills: <i>Playing and composing – learning to play an instrument in a band (guitar/ukulele/drums), performing as a group your own arrangement of a song with a range of instruments</i> <i>Listening – identifying and further developing understanding of dynamics and tempo, listening to each other to evaluate performance and to ensure that the band performs well</i></p>	<p>‘Samba’ (popular, world music)</p> <p>Knowledge: <i>What is Samba music? Which cultural instruments are played in Samba music? What is a syncopated rhythm and can I perform one?</i></p> <p>Key Skills: <i>Playing and performing - learning about and playing a variety of percussion instruments for Samba music, understanding syncopation and playing syncopated rhythms, creating and rehearsing a group Samba performance,</i> <i>Listening – listening to each other to evaluate performance and to ensure that the group</i></p>	<p>‘Leitmotif’ (TV and film music)</p> <p>Knowledge: <i>How do composers create music for TV and film? What is a leitmotif? How do I create a leitmotif?</i></p> <p>Key Skills: <i>Listening – developing an understanding of mood and atmosphere</i> <i>Composing – creating an atmospheric piece of music which uses devices and elements of music such as tempo and dynamics</i> <i>Playing – performing the piece created as a solo performance, taking evaluation and appraisal from peers and further developing ideas</i></p>

	<p>Critical engagement and SMSC – <i>appraising and evaluating music, understanding how music makes us feel and the impact it can have</i></p>	<p><i>performs well</i> Critical engagement and SMSC – <i>understanding the cultural origins and significance of Samba music, appraising and evaluating music, understanding how music makes us feel and the impact it can have</i></p>	<p>Critical engagement and SMSC – <i>embedding the importance music has on its audience</i></p>
<p>Year 9 Enrich a love of music through further development of the key skills using a variety of ensemble and solo works</p>	<p>‘The band’ (popular music)</p> <p>Knowledge: <i>What makes a good band/group? How do they perform well together? How do I play an instrument in a band/group?</i></p> <p>Key Skills: <i>Playing and composing – learning to play an instrument in a band (guitar/ukulele/drums), performing as a group your own arrangement of a song with a range of instruments Listening – identifying and further developing understanding of dynamics and tempo, listening to each other to evaluate performance and to ensure that band performs well Critical engagement and SMSC – appraising and evaluating music, understanding how music makes us feel and the impact it can have</i></p>	<p>‘Samba’ (popular, world music)</p> <p>Knowledge: <i>What is Samba music? Which cultural instruments are played in Samba music? What is a syncopated rhythm and can I perform one?</i></p> <p>Key Skills: <i>Playing and performing - learning about and playing a variety of percussion instruments for Samba music, understanding syncopation and playing syncopated rhythms, creating and rehearsing a group Samba performance, Listening – listening to each other to evaluate performance and to ensure that the group performs well Critical engagement and SMSC – understanding the cultural origins and significance of Samba music, appraising and evaluating music, understanding how music makes us feel and the impact it can have</i></p>	<p>‘Leitmotif’ (TV and film music)</p> <p>Knowledge: <i>How do composers create music for TV and film? What is a leitmotif? How do I create a leitmotif?</i></p> <p>Key Skills: <i>Listening – developing an understanding of mood and atmosphere Composing – creating an atmospheric piece of music which uses devices and elements of music such as tempo and dynamics Playing – performing the piece created as a solo performance, taking evaluation and appraisal from peers and further developing ideas Critical engagement and SMSC – embedding the importance music has on its audience</i></p>