



LATHOM
HIGH SCHOOL

Glenburn Road, Skelmersdale, Lancashire WN8 6JN

Tel: 01695 725653

Headteacher: Mr P.W. Livesley (BA Hons)

Curriculum Outline

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, 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, mixed media, bubble writing 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>
Year 8	<p>‘Illustration’</p> <p>Knowledge: Artist investigation, painting skills, colour theory, colour mixing, water colour skills, Las Fallas (cultural investigation) and investigation into careers.</p> <p>Key Skills: Students will start by looking at the Spanish cultural festival ‘Las Fallas’ and the cartoon like figures that are created as part of the festival. Before looking at a range of illustrators and the different techniques that they use to create their work. Throughout the project students will focus on developing their painting skills, using water colour, poster paints and acrylic paint. They will develop their understanding of colour theory, colour mixing and application of paint.</p>	<p>‘Art through the ages’</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, how time, society and history change and shape the way we look at, perceive and create Art. Students will investigate a range of different artist, 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>‘Art through the ages’</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, how time, society and history change and shape the way we look at, perceive and create Art. Students will investigate a range of different artist, 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 9</p>	<p>‘Food’</p> <p>Knowledge: Artist investigation, observational drawing, experimentation with media, further development of media and techniques to create depth and dimension (focus on realism) and a development of the basic GCSE written skills for sketchbook work.</p> <p>Key Skills: Students will be investigating the theme of food. Students will create a GCSE style mini project, so that they can gain a better understanding of what GCSE is like and allow them to make an informed decision for their options. During the project students will explore artists who draw food, they will develop further skills and techniques to allow them to create depth and dimension to their work, with a focus on trying to draw and apply media with precision (focusing on the idea of realism). Students will explore the use of photography in art and how to develop work from these images, leading to further media experimentation and composition skills. Students will be exposed and will practice the skills needed to successfully annotate a sketchbook and present it in a meaningful and artistic way.</p>	<p>‘Food’</p> <p>Knowledge: Artist investigation, observational drawing, experimentation with media, further development of media and techniques to create depth and dimension (focus on realism) and a development of the basic GCSE written skills for sketchbook work.</p> <p>Key Skills: Students will be investigating the theme of food. Students will create a GCSE style mini project, so that they can gain a better understanding of what GCSE is like and allow them to make an informed decision for their options. During the project students will explore artists who draw food, they will develop further skills and techniques to allow them to create depth and dimension to their work, with a focus on trying to draw and apply media with precision (focusing on the idea of realism). Students will explore the use of photography in art and how to develop work from these images, leading to further media experimentation and composition skills. Students will be exposed and will practice the skills needed to successfully annotate a sketchbook and present it in a meaningful and artistic way.</p>	<p>‘Portraiture’</p> <p>Knowledge: Artist investigation, experimentation with media, understanding of facial features and how to draw them, perspective and proportion.</p> <p>Key Skills: Students will be looking at portraiture, they will investigate and research key artists from the past twentieth century as well as modern artists who focus on portraiture. Students will learn how to draw the human face in proportion, as well as learning to draw facial features with more realism and detail. The project will build on the skills required for students to develop a range of portrait, experimenting with different media and art techniques.</p>
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Year 10	<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>‘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, create drawings from a variety of sources, take and edit 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>
Year 11	<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, create drawings from a variety of sources, take and edit 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>	<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>‘Photography 101’</p> <p>Knowledge: compositional skills, formal elements of art/photography, using aperture, shutter speeds, ISO setting, planning a photoshoot, how to analyse photos and development of photoshop skills.</p> <p>Key Skills: Students will learn how to use the camera settings to achieve their desired outcomes. They will also be learning how to create a successful photo, specifically looking at photographic compositional skills. Students will learn how to investigate the work of others and plan their own photoshoot, as well as learning to analyse their work, leading to the development of a final outcome.</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>‘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>

<p>Year 11</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>	<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>	<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>
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	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>‘Find your voice’</p> <p>Knowledge: Understanding of musical elements <i>What are the different types of voice?</i> <i>What is texture in music and how is it created?</i> <i>How can I use my voice creatively?</i> <i>How can I use the keyboard to accompany vocals?</i></p> <p>Key Skills: Listening skills – <i>identifying the different voice types and how texture is created, understanding and identifying use of dynamics and tempo in songs, appraising and evaluating music.</i> Performing – <i>maintaining an independent part in a small group through playing or singing, playing or singing with mostly accurate timing, fluency, tuning and with dynamics, following and leading simple performance directions.</i> Composition – <i>creating and performing a mash up with confidence, as a small ensemble.</i></p>	<p>‘Intro to keyboards/ukulele’</p> <p>Knowledge: <i>How do I read music?</i> <i>What is music theory?</i> <i>What is the Ukulele and how do I play it?</i> <i>What is the piano and how do I play it?</i> <i>What is a melody and how to play it?</i></p> <p>Key Skills: Listening skills – <i>identifying the different notes and instruments, understanding and identifying notes from the number and duration of beats</i> Performing - <i>understanding treble clef notation and rhythm, reading rhythms and notation, understanding tempo and how to perform with accuracy and expression in music, basic chords and finger placement.</i> Composition – <i>perform in a small ensemble, a small medley on either the keyboard or ukulele.</i></p>	<p>‘Taiko drums’</p> <p>Knowledge: <i>What is music like in other cultures?</i> <i>What is a taiko drum?</i> <i>How did this style of music develop? What are the roots?</i> <i>What is call and response?</i> <i>How can I use choreography to enhance my performance skills?</i></p> <p>Key Skills: Listening – <i>listening to each other to evaluate performance and to ensure that the group performs well – as a whole.</i> performing - <i>learning about and drum beats and rhythms in a Taiko style, understanding syncopation and playing syncopated rhythms, creating and rehearsing a choreographed group Taiko drum performance,</i> Composition – <i>creating and developing a choreographed Taiko drum performance, using call and response.</i></p>

	Term 1	Term 2	Term 3
<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>‘Jazz and Blues’</p> <p>Knowledge: <i>What is Jazz?</i> <i>What is Blues Music?</i> <i>Where did Jazz and blues originate from?</i> <i>How do I play a blues scale?</i> <i>How do I improvise in Music?</i></p> <p>Key Skills: <i>Listening – listening to examples of Jazz and Blues and artists pick out the different instruments in the song and key characteristics of the music, listening to each other to evaluate performance, appraising and evaluating music, understanding how music makes us feel and it’s cultural/historical significance.</i> <i>Performing – learn to sing and perform as a whole class and small ensemble to Blues music. Learn to play a blues scale motif, develop a 12-bar blues and walking bassline, develop a range of approaches to help with improvisation and improvise using chord/scale.</i> <i>Composing – as a pair develop and compose your own 12 bar blues, exploring the use of traditional blues and jazz characteristics. Create your own solo improvising on the Blues scale.</i></p>	<p>‘Samba’</p> <p>Knowledge: <i>What is Samba and where did it originate from?</i> <i>What instruments are used in Samba?</i> <i>How do I play a Samba groove?</i> <i>How do I compose a group samba piece?</i></p> <p>Key Skills: <i>Listening – Listening to different Samba instruments and recalling the different sounds that they make, listening to each other to evaluate performance and to ensure that the group performs in time and with the same tempo, appraising and evaluating music, understanding how music makes us feel and the impact it can have.</i> <i>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, understand and use call and response.</i> <i>Composing – as a group compose and perform your own Samba piece, using a variety of Samba instruments.</i></p>	<p>‘Video game theme tunes/Leitmotif’</p> <p>Knowledge: <i>What makes a theme tune?</i> <i>Why are theme tunes important, what role do they play?</i> <i>What is a Leitmotif?</i> <i>How do I compose my own Leitmotif?</i></p> <p>Key Skills: <i>Listening skills: Identifying and describing what a Leitmotif is, the effect that Leitmotif has and how it can be used as a hook, listening to each other to evaluate performance, appraising and evaluating music and using appropriate musical vocabulary when listening to and describing music/theme tunes.</i> <i>Performing: Performing independent parts of well-known theme tunes on their own and in an ensemble. Performing their own Leitmotif for a specific video game, either solo as part of a group.</i> <i>Composition: Develop your own composition/Leitmotif represent a video game character.</i></p>

	Term 1	Term 2	Term 3
<p>Year 9</p> <p>Enhancement and further development of the key skills using a variety of ensemble and solo works. Development of musical theory and understanding.</p>	<p>'All about the bass'</p> <p>Knowledge: <i>What is a bass clef?</i> <i>What is the difference between a base clef and a treble clef?</i> <i>How do I play a bass notation across a range of different base lines and genres?</i> <i>How can I use the keyboard to maximise my performance, when playing different genres of music?</i></p> <p>Key Skills: <i>Listening – listening to different musical genres and how the base notation varies from genre to genre – students need to listen to key variations and be able to explain these differences using the correct musical vocabulary.</i> <i>Performing – play a range of different base lines from different musical genres using/adapting the keyboard to create the appropriate instrumental sound.</i> <i>Composing – as a small group/or solo create a mash up of two different song, exploring a range of base lines and musical genres.</i></p>	<p>'Reggae'</p> <p>Knowledge: <i>What is Reggae and where did it originate from?</i> <i>What instruments are used in Reggae music?</i> <i>How are the key features of Reggae and how is it performed?</i> <i>How do I play the ukulele in a Reggae style?</i></p> <p>Key Skills: <i>Listening – Listening to different Reggae songs and picking out the key features of this musical genre – what makes Reggae, Reggae?, listening to each other to evaluate performance and to ensure that the group performs in time and with the same tempo, appraising and evaluating music, understanding how music makes us feel and the impact it can have.</i> <i>Performing – students will further develop their Ukulele skills by learning to play a variety of Reggae song, exploring and developing the use of syncopation.</i> <i>Composing – as a group perform a reggae song on the ukulele, displaying an understanding of syncopation.</i></p>	<p>'Song writing'</p> <p>Knowledge: <i>What makes a good pop song?</i> <i>How do I write my own lyrics?</i> <i>How do I compose my own song?</i> <i>How do I add chords to a song I have created myself?</i></p> <p>Key Skills: <i>Listening skills: Identifying and describing what makes a good pop song – key features of this and the notes that are frequently used, appraising and evaluating music and using appropriate musical vocabulary when listening to and describing music/theme tunes.</i> <i>Performing: Performing your own song, either solo or as a group, with a focus on conjunct and disjunct melodic motions.</i> <i>Composition: compose your own pop song, with lyrics, notes and chords.</i></p>