



Southend High School for Girls

Creative and Performing Arts (CPA)

Creative & Performing Arts Faculty

Art



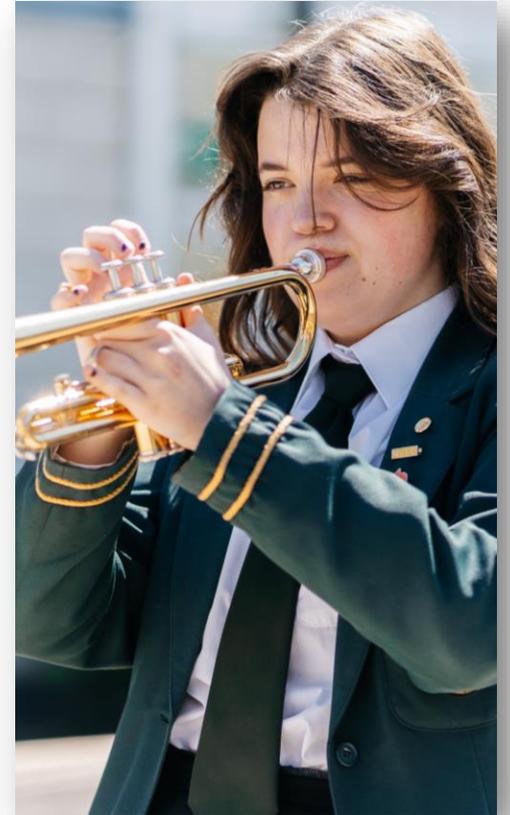
D&T



Drama



Music





Art curriculum

The six elements of Art: tone, texture, pattern, line, colour and form

They will draw from observation

They will learn 'mark making' skills

They will study colour and the theory of colour

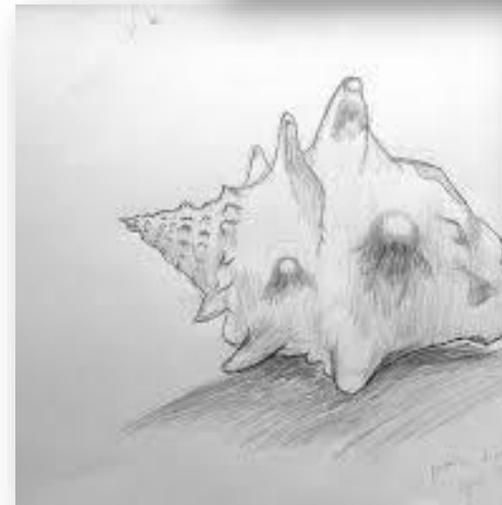
Pattern and colour

Impressionism – the art movement that changed Art forever

Monet, Van Gogh, and William Morris

Nature: flora and fauna – students will study a jungle painting by Rousseau and create work inspired by the style

Across the year there will be a Christmas Card competition, a photography competition, amongst other competitions.





Art clubs and activities

Monday week A art club for years 7 and 8 Studio 1

Monday week B Bronze Arts Award years 7 and 8 starting November 2024 Studio 1

Tuesday week A after school Ceramics / all year groups





Working Beyond in Art

What does ATL 4 look like in Art?

This will be awarded to students who present work beautifully and follow all guidance – using correct equipment (never pens in sketchbooks!). The sustained homework pieces should take time – should not be rushed at the last minute and come in looking unfinished or screwed up – taking pride in your work is as important a skill as the artistic techniques themselves: The first of these will be the Van Gogh transcription for which students can use any materials, working on A3 paper.

Excellence in Art

In addition to demonstrating excellent presentation skills and using subject-specific language, this will be achieved by:

The use of tone and texture to create form

Using accuracy of shape when drawing

The mixing of colours effectively when painting

Responding to the work of others in a way that shows an understanding of the subject – such as using similar texture or matching the colour palette



Design Technology- theory

In Year 7, students will study how **sustainability impacts contemporary design** and consider their role as conscientious consumers. Students will look at the tools used by designers to evaluate the impact of their designing and how we can improve sustainability through better choice of materials and techniques.

Students will be encouraged to relate understanding of issues such as '**planned obsolescence**' and '**fast fashion**' to their own experiences and consider the impact of their own decisions on the environment.

Students will undertake the four key steps of the design process: **research, design, make, evaluate**. In Year 7, these will consist of a product analysis, final design, a footstool and a product evaluation. In following years, students will develop different, more challenging skills across these same, four areas.





Design Technology- theory

Students will also undertake one term of Food Preparation and Nutrition as part of their DT carousel.

In Year 7, this will be centred around safe working practices and food hygiene. Students will be given the opportunity to undertake a number of different recipes in class, exploring a range of different ingredients and techniques.





Design Technology- practical

Students in Year 7 will be making a footstool from a variety of recycled materials.

This will give students access to many of the materials discussed through the sustainability course and allow them to physically respond to their working characteristics. Skills developed will include:

- Measuring/marking out
- Use of hand saws and other hand equipment
- Basic joinery
- Textile template creation
- Hand embellishment skills
- Basic upholstery
- Extension task: Graphic design using CAD





Working Beyond in Design Technology

We expect our most able students to be sensitive to the global challenges currently faced by the environment and to be able to form links and patterns between our use of products and technology and climate change. We expect them to show concern and empathy with the ethical issues surrounding product manufacture and to show a passion and commitment to change. Students must ask challenging questions of both societal trends in consumerism and of themselves; reflecting on their own use of technology, fast fashion and other contemporary sustainability issues.

Students can also demonstrate skill through the level of challenge and innovation they show through the design and make project. All students arrive at the school with different experiences in making dependant on their previous schooling and any experiences at home. We encourage students to be resourceful and gutsy with seeking challenge and driving their creative/practical ability forward through their 'footstool' project.



How can you support your daughter?

We strongly encourage students to ‘take their learning home;’ discuss the topics from the lesson and consider how these overlap with their studies in science and geography. Many of the topics discussed through lessons feature in contemporary news, so encouraging your child to engage with print-press or watch reports together in order to maintain focus and awareness of the issues at hand.

Parents are also encouraged to share practical techniques in any of the design areas in order to enrich their child’s repertoire for making. The year 7 project will bring together a variety of skills in wood-work, graphic and textile design so, if any of these are enjoyed in the home, their projects can be enriched by either the addition of skills or creative ideas. Helping to cook and discussing food culture would be an excellent support for Food Preparation and Nutrition.

An exposure to ‘good’ designing is achievable through visits to museums (Southend Museums are excellent local options; the V&A and Design Museums in London have fantastic permanent and temporary collections) although, in current times, it may be easier to look for quality programming on designers or movements that can help students develop and understanding of the development of form and function in our contemporary products.



Drama curriculum

In Year 7, students will focus on **Creating, Performing, and Responding** to theatre.

***Create** – devise, write, design, choreograph, plan, rehearse and refine*

***Perform** – movement sequences, monologues, duologues, short performances, scripts and devised work*

***Respond** – discuss, explore, examine, question, research, analyse and evaluate*





Term 1

Introduction to drama and performance skills:physical theatre

The big Ideas: Drama isn't just about Acting – collaboration and performance focus are developed in the first half term.

Key Questions: How do I use my body to make meaning in a performance?

Activities include: Explore physical theatre techniques

Assessment: create a movement sequence based on *Frantic Assembly* techniques.



Term 2

Text – Treasure Island by Bryony Lavery

The big Ideas: What elements make up a professional theatre performance?

Looking more closely at Costume design – plunder your wardrobe task

Key Questions: How do I evaluate a performance and write about it?

Activities include: Viewing a performance, analysing the design elements, exploring the text.

Assessment: Evaluate the professional performance focussing on costume hair and make-up, set and props, lighting and sound design.

Perform a scene from the play or design a costume.



Term 3

An introduction to Theatre Styles

The big Idea: How has Theatre evolved and been shaped by historical moments in Theatre?

Key Questions: What are the key moments in Theatre history?
How do we see their influence in modern theatre?

Activities include: exploration of Greek Theatre, Commedia Dell'Arte and Melodrama.

Assessment: Create and perform a short group performance that embodies a theatrical style from history.



What does ATL 4 look like in Drama?

We begin Year 7 by sharing our **6Cs: Commitment, Creativity, Concentration, Confidence, Collaboration and Courage**. We challenge the students to embody these qualities in their work within and beyond the classroom.



Beyond the classroom...

- Year 7 Drama Club – Monday Lunchtimes
- Lower School Dance Club – Friday Lunchtimes
- Auditions for school productions – all students can attend these from year 7 onwards and apply to be in the show or support with a backstage role.





Music

The Year 7 curriculum encompasses musical elements and theoretical skills up to a Grade 1 standard, whilst allowing for the wider, independent development of those with special musical interest and confidence. Many students have not experienced a formal Music curriculum prior to starting in Year 7 and we recognise the importance of supporting those who find the application of music theory challenging while providing opportunities for those who may have already achieved highly at an instrument or in vocal contexts.

Lessons combine theory, terminology and history of music with practical music-making and creative projects using a range of instruments, singing, and computer software. At the end of the year, there is a written examination where students are expected to achieve over 50% to display satisfactory understanding of the year's content.

Students are encouraged to take instrumental lessons* and attend extra-curricular ensembles to supplement their learning in class; it is necessary for students to have instrumental lessons if they wish to take GCSE Music at Key Stage 4. There are opportunities for leadership.

*Individual 20 or 30-minute weekly lessons are available in piano, violin, cello, flute, clarinet, saxophone, oboe, trumpet, French horn, trombone, guitar, harpsichord, drum kit and voice. These are optional and paid for termly.





Curriculum

Term 1: Elements

Students will

- Explore rhythm, metre, pitch, and dynamics
- Learn notation in order to compose rhythmic and melodic miniatures
- Complete theory booklets to consolidate and stretch their knowledge
- Develop keyboard skills
- Compose a melody

Term 2: Orchestra

Students will

- Learn about the development of the orchestra and the instruments sounds
- Learn about the stylistic characteristics of Baroque, Classical and Romantic periods
- Learn about programme music and explore orchestral works which tell stories
- Compose character themes, using orchestral sounds

Term 3: Folk Songs

Students will

- Learn Sibelius notation software
- Prepare for their end of year exam
- Learn about Folk Songs of the British Isles
- Sing folk songs as a class to ensure all students experience the benefits of group-performance
- Learn to play folk songs at the keyboard or xylophone



Extra-curricular programme

There is a lively extra-curricular programme in the Music Department, with a reward card scheme to support commitment to these clubs and ensembles. Students who belong to an ensemble will get to perform in concerts and events in and beyond school. Year 7 students have the opportunity to join the following clubs and ensembles:

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Highly Strung String Quartet				
Lunch	Orchestra	Wind Band	Chamber Choir	Jazz Band	SHSG Choir
	Clarinet Ensemble	String Group	Theory Club Grades 1-5	Novem Consort	Guitar Club
		Gospel Choir	Flute Ensemble		
After-school	Carol Choir (1st term)				

Ensembles open to all

Ensembles for students who play a particular instrument at any level

Ensembles for students at grade 3 and above

Ensembles which require an audition, or invitation.



Attitude to learning and 'Working Beyond' in Music

It is vital that all students understand that the highest grades can be accomplished by any individual, no matter their prior musical experiences. Whatever musical background or experience, bringing a positive attitude to learning and being accepting of challenge within music lessons will help keep pace with and go beyond the core knowledge and skills of the Year 7 curriculum.

For students to possess an 'outstanding' Attitude to Learning, they must consistently challenge themselves, ask questions of their understanding and actively seek opportunities to develop their own musicianship. This may be achieved in the classroom, via homework, or through participation in musical activities in or out of school, including performing, listening and reading.

'Working Beyond' is not only having a secure understanding of the terminology of music, but exercising control and confidence in executing these various elements in a composition, through a performance, or within written and verbal communication when listening to and appraising music.

A student displaying all of these characteristics is what we consider to be an all-round, 'thinking musician', capable of going on to study GCSE and A Level Music.



How can you support your daughter?

- Challenge the idea that someone can be ‘good’ or ‘bad’ at music
- Encourage their singing and musical improvisation – young people stifle their musical creativity very quickly at any sign of failure
- Engage your children in musical conversations – introduce them to music you are interested in to broaden their horizons
- Attend as many live performances of music as possible – with some of the world's best orchestras, opera, musical theatre and rock concerts on our doorstep, the power of a live show is a remarkable experience for a young person
- Support their instrumental playing and continue to ‘encourage’ regular practice
- Reinforce expectations of commitment, punctuality, and effort to their musical endeavours – these will be challenged as children reach their teenage years!