



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

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| SUBJECT | Art |
| INTENT | <p>We want the opportunity for students to be creative and learn how to express themselves.</p> <p>We want students to have a visual dictionary to enable them to decode the increasing visual world around them.</p> <p>We want students to be able to question, critique, describe, subvert their world only Art can do this honestly.</p> <p>We need students need to think about ideas. If you teach them self-expression, you are adding to democracy.</p> <p>We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about <i>their</i> world.</p> <p>Drawing is one of the most effective ways to remember new information. It goes right back to our first conscience expression of thought.</p> <p>Why do you think oppressive regimes always try to censor art and lock up artists? (China <u>Ai Weiwei</u>)</p> <p>It reduces cognitive load, simplifying complex ideas.</p> <p>It improves outcomes across the curriculum <u>Feversham Primary in Bradford</u></p> |

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| Year Group | 10 GCSE Art, Craft and Design |
| Rationale/ Narrative | <p>Pupils explore, experiment and develop the skills needed to successfully fulfil the GCSE Art requirements. It is our intention that pupils do this without fear of failure. Units are exciting, current, and encourage students to be able to question, critique, describe, subvert their world only Art can do this honestly. Pupils will explore the work of multi-disciplined and mixed media artists with a view to inform, influence and explore their own creative practice. Pupils will experiment with a wide range of techniques concluding in a personal response to the theme Messages and Portraiture. Sustained practice will be encouraged through exam/assessments. Attendance of after school sessions encourages pupils to balance their time and understand the commitment the making process demands.</p> |



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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| KNOWLEDGE | Exploration of the theme Messages in Art. The formal elements street art/photography/painting/collage. Discussion and analysis of the work ROA, Banksy, Stephen Sagmiester, My Dog Sighs. | | Interpretation and development pieces exploring the artists: work ROA, Banksy, Stephen Sagmiester, My Dog Sighs. Pupils will explore and experiment with a variety of materials and media including art/photography/painting/collage. | | Exploration of the theme Portraiture within Art. The formal elements of portraiture will be explored through example, discussion and analysis of the work of Neilly, Basquiat, Opie, Hockney and Warhol. | |
| SKILLS | Annotate, record, collect, observe, show, mark making. Develop, make connections, understand research, investigate, and apply. Learn about contemporary artists and their methods. | . Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince | Annotate, record, collect, observe, show, mark making. Develop, make connections, understand research, investigate, and apply. Learn about contemporary artists and their methods. | Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince | Annotate, record, collect, observe, show, mark making. Develop, make connections, understand research, investigate, and apply. Learn about contemporary artists and their methods. | Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince |
| ASSESSMENTS | Progress tests covering AO4. | Progress tests covering AO4. | Progress tests covering AO4. | Portfolio feedback | Portfolio feedback | Portfolio feedback |