



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 7

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>					
Year Group	Year 7 Art					
Rationale/ Narrative	Pupils explore, experiment and develop the skills needed to successfully decode the increasingly visual world around them. 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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KNOWLEDGE	<p>Oliver Jeffers/Illustration:</p> <p>Critical and contextual understanding of the work developed by Oliver Jeffers focusing on Lost and Found</p> <p>Diversity of careers within the arts.</p> <p>Exploration of the design process and the differences between Art and Illustration. .</p>	<p>Oliver Jeffers painting/politics:</p> <p>Exploration of Jeffers more political work relating to immigration, population and acceptance.</p> <p>Basic drawing skills, colour mixing, colour theory.</p>	<p>Critical and contextual understanding of the work developed by Ana Serano</p> <p>Diversity within the arts.</p> <p>Exploration of how issues such as poverty and the working poor can influence architecture ad town planning.</p>	<p>Three dimensional skills: cardboard construction, low relief</p> <p>Understanding of simplification/minimal drawing and design.</p> <p>Exploration of composition when working three dimensionally.</p>	<p>Critical and contextual understanding of the work developed by humans and the first marks they made on the earth, (breath paintings)</p> <p>Understanding of the power of simplification.</p> <p>Exploration of the power, purpose and the meaning of drawing.</p>	<p>Critical and contextual understanding of the work developed by John Burgerman</p> <p>Diversity of careers within the arts.</p> <p>Exploration of the design process.</p> <p>Drawing skills, drawing processes. Culmination of cap making during ELE week.</p>
SKILLS	<p>Basic drawing skills, colour mixing, colour theory.</p>	<p>Decoding the formal elements within a piece of art.</p>	<p>Debating, empathy, tolerance, understanding, listening, drawing and colour mixing.</p>	<p>Simplification, building, planning, trial and error.</p>	<p>Stenciling, paint application,</p>	<p>Continuous line work, colour mixing, colour blending.</p>
ASSESSMENTS	<p>Oliver Jeffers interpretation, baseline test.</p>	<p>Oliver Jeffers inspired political artwork, progress test.</p>	<p>Research sheet on the artist with particular reference to the Beauty Salon.</p>	<p>3D Cactus progress test.</p>	<p>Art timeline</p>	<p>Final item decorated in the style of John Burgerman.</p> <p>progress test.</p>