



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 9

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 9 Art					
Rationale/ Narrative	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 Giger (drawings) and Mike Libby (Steampunk) Pupils will use drawing skills to build a design portfolio. Pupils will explore and experiment with a wide range of drawing and making techniques concluding in the construction of a 3D sculpture exploring the theme Sci Fi. 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Critical and contextual	Exploration of a variety of making methods to		Critical and contextual	Exploration of formal	Pupils to develop their



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	understanding of the work developed by HR Giger. Diversity of careers within the arts. Exploration of the design process.	inform construction. Collage process both digital and paper based, pressings, tonal drawings, biro drawings, dry brushing, drawing from observation, paper engineering, papier-mâché	understanding of the work developed by Wayne Theobald, Clae Oldenburg and Sarah Graham.	elements of art within painting, drawing and three dimension.	knowledge of clay and how to handle it to inform a final confectionary piece.
SKILLS	Questioning, debating and relaying complex visual information.	Collage process both digital and paper based, pressings, tonal drawings, biro drawings, dry brushing, drawing from observation, paper engineering, papier-mâché	Questioning, debating and relaying complex visual information.	Observational drawing in a variety of materials, colour blending, drawing three dimensionally , handling acrylics, blending and mixing colour.	Observational sculpting, 2D clay pressing, colour mixing (accurately) mark making.
ASSESSMENTS	Design sheets. Artist analysis.	Marquette design and make. Documenting and annotating. Progress test.	Research sheet on the artist.	Sarah Graham inspired painting. Progress test.	3D piece.