



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

SUBJECT	Art
INTENT	<ul style="list-style-type: none"> • Students will develop their ability to realise creative thoughts/ideas/imagination. • Pupils will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice. • Students will be supported and nurtured to shape their own outcomes • Students will gain a deep cultural knowledge and understanding. • We will empower children to voice, shape and express their cultural heritage. • Students will develop skills for future learning and employment.



CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	10 GCSE Art, Craft and Design					
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 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Exploration of the theme Messages in Art through the work of ROA. Art/photography/painting/collage. Discussion and analysis of the work ROA.		<p>Drawing faces from observation, using a variety of materials</p> <p>Developing an understanding of the history of portraiture from traditional portraiture to contemporary and post-modern ideas of portraiture</p> <p>Using 'the self' as a starting point for ideas</p> <p>Developing ideas, researching ideas, producing a mind-map, problem solving, evidencing progress, producing a personal and meaningful response</p>			
SKILLS	<p>Annotate, record, collect, observe, show, mark making.</p> <p>Develop, make connections, understand research, investigate, and apply.</p> <p>Learn about contemporary artists and their methods.</p> <p>Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate</p> <p>Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince</p>		<p>Annotate, record, take photos, collect, observe, show, mark making.</p> <p>Develop, make connections, understand research, investigate, and apply.</p> <p>Learn about contemporary artists and their methods.</p>	<p>Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate</p> <p>Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince</p>	<p>Annotate, record, collect, observe, show, mark making.</p> <p>Develop, make connections, understand research, investigate, and apply.</p> <p>Learn about contemporary artists and their methods.</p>	<p>Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate</p> <p>Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince</p>



CHORLTON HIGH SCHOOL: CURRICULUM

ASSESSMENTS	Portfolio feedback on A01/2/3	Checkpoint task. Personal and meaningful response to the work of ROA (AO4)	Portfolio feedback on A01/2/3	Checkpoint task. Personal and meaningful response to appropriate artist	Portfolio feedback on A01/2/3	Checkpoint task. Personal and meaningful response to appropriate artist
-------------	-------------------------------	--	-------------------------------	---	-------------------------------	---