



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	<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. 					
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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<p>KNOWLEDGE</p> <p>KEY CONCEPT</p>	<p><u>DRAWING AND MARKMAKING (SNE)</u></p> <p>Critical and contextual understanding of the history journey of human mark making into drawing.</p> <p>Reflection on why and how artists make marks</p> <p>Exploration of materials and processes key to mark making and drawing</p> <p>The benefits of experimentation and creative 'play'</p> <p>'Reading' (and talking about) artist marks</p>	<p><u>COLOUR MIXING (RTA)</u></p> <p>The Singh Twins.</p> <p>Critical and contextual understanding of the work of the Singh Twins and its relation to narrative and illustration.</p> <p>Students will reflect on prior knowledge regarding colour and develop their colour mixing skills.</p> <p>Pupils will develop their own narrative and make work imaginative work in the Singh style.</p> <p>Further exploration of Khendi Whiley, Karen Powell, Lubna Hamid.</p>	<p><u>ARCHITECTURE/ STRUCTURE AND FORM (HWE)</u></p> <p>3D Structure and design.</p> <p>Critical and contextual understanding of the work of Jock McFadyen, Zaha Hadid, Mondrian, Denys Lasdun, Kathy Dalwood.</p> <p>Drawing for design</p> <p>3D Explorations</p> <p>Working in clay</p> <p>Low relief landscapes</p>	<p><u>ABSTRACT (SNE)</u></p> <p>Personal Response</p> <p>Revisit colour and colour theory</p> <p>Abstract V Photography</p> <p>Artists to explore:</p> <p>Elaine D Kooning (paint)</p> <p>Jackson Pollock (paint)</p> <p>Frank Bowling (paint)</p> <p>Daisuke Yokota (photography)</p> <p>Sam Owen (mixed media)</p> <p>Rasheed Araeen (sculpture)</p> <p>Pupils will then be encouraged to make a personal response using secure colour knowledge/understanding of markmaking /drawing and process</p>
<p>SKILLS</p>	<p>Drawing, art analysis, understanding of the drawing timeline both historically and developmentally.</p> <p>Pencil/ink/tone/line/monoprint</p>	<p>Decoding the formal elements within a piece of art.</p> <p>Watercolour, coloured pencils, acrylic, oil pastel</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>Clay, card construction, observational drawing, tonal work, 3D relief.</p>	<p>Continuous line work, colour mixing, colour blending, print making, oil pastel.</p>



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ASSESSMENTS	Noodle drawing Observational drawing	Colour mixing task (skin tones)	Colour mixing task (chosen image)	Clay tile	Low relief mixed media painting.	Abstract art timeline progress test.
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