



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

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 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	Exploring and Abusing Art Histories. (HWE) Why and how different art movements/cultures develop particular art rules and conventions. <ul style="list-style-type: none"> <li>• Why and how artists 'abuse' established genres and traditions.</li> </ul>		Exploration of a variety of making methods to inform construction.  Handling and constructing with	Critical and contextual understanding of artwork and artists.  How to investigate art and artists  Using artists as a starting point for our own	Summer Show  Critical and contextual understanding of art work and diversity of careers within the	



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	<ul style="list-style-type: none"> <li>How artists and artworks continually influence one another.</li> </ul> <p><a href="https://www.artpedagogy.com/yr8tc4.html">https://www.artpedagogy.com/yr8tc4.html</a></p>	<p>clay, mark making, building, joining, firing process, painting to create a confectionary piece</p> <p>Card construction, joining, safe cutting, bending, corrugation, bridging, scoring</p>	<p>work, generating ideas</p> <p>Creating a personal and meaningful response</p> <p>The history of the Royal Academy</p>	arts
SKILLS	Drawing, painting, sculpting, construction, planning debating, empathy listening, group work.	<p>Questioning, debating and relaying complex visual information.</p> <p>Drawing, painting, sculpting, construction, planning debating, empathy listening, group work.</p>	<p>Investigating art and artists through discussion, looking and creating.</p> <p>Working independently, collecting research, producing mind maps, developing ideas, problem solving, evidencing progress, producing a personal and meaningful response</p> <p>Producing artwork for the Royal Academy Young Artists summer exhibition</p> <p>Drawing, painting, sculpting, construction, planning debating, empathy listening, group work.</p>	Portfolio building inc Photography
ASSESSMENTS		Autumn checkpoint task Collaged monoprint	Spring checkpoint task	Summer checkpoint task