



# CHS SOUTH: CURRICULUM

**SUCCESSFUL:** An education where imagination, curiosity and resilience enable us to ignite our learning.

**CREATIVE:** A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

**HAPPY:** Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## CHS South Curriculum Area Framework for Learning – Art Years 7-11

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 <b><u>Ai Weiwei</u></b>)</p> <p>It reduces cognitive load, simplifying complex ideas.</p> <p>It improves outcomes across the curriculum</p>



# CHS SOUTH: CURRICULUM

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
KNOWLEDGE	<p>The boy who came from space:</p> <p>A whole school approach to a transition from primary school.</p> <p>Students develop basic drawing and tonal application skills through space themed objects.</p>	<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:</p> <p>Exploration of Jeffers more diverse characters.</p> <p>Developing students own celebration Jeffers inspired card.</p> <p>Basic drawing skills, colour mixing, colour theory.</p>	<p>Critical and contextual understanding of the work developed by Ana Serrano</p> <p>Diversity within the arts.</p> <p>Exploration of how issues such as poverty and the working poor can influence architecture and town planning.</p>	<p>Three dimensional skills: cardboard construction, low relief inspired by Anna Serrano.</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 architecture through our art history.</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 Jon Burgerman</p> <p>Diversity of careers within the arts.</p> <p>Exploration of the design process.</p> <p>Drawing skills, drawing processes.</p>
SKILLS	Basic drawing skills, tone and shading	Basic drawing skills, colour mixing, colour theory.	Decoding the formal elements within a piece of art.	Debating, empathy, tolerance, understanding, listening, drawing and colour mixing.	Simplification, building, planning, trial and error. Creating cardboard sculptures.	Stenciling, paint application,	Continuous line work, colour mixing, colour blending and sculpture.
ASSESSMENTS	<b>Significant marking point 1:</b> Research sheet on the artist with		<b>Significant marking point 2:</b>	<b>Significant marking point 1:</b>	<b>Significant marking point 2:</b>	<b>Significant marking point 1:</b>	<b>Significant marking point 2:</b>



# CHS SOUTH: CURRICULUM

	particular reference to an Oliver Jeffers character	Progress test  <b>Significant marking point 3:</b>  Oliver Jeffers interpretation	Research sheet on the artist with particular reference to the Beauty Salon.	Progress test  <b>Significant marking point 3:</b>  3D Cactus	Art timeline	Progress test  <b>Significant marking point 3:</b>  Final item decorated in the style of John Burgerman.
<b>HOME LEARNING</b>	Completion of Teams Knowledge and recall quiz based on the artist of term.					
<b>READING, WRITING, TALK</b>	<p>Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly</p> <p>Writing developed in every lesson through writing annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using evaluative talk and questioning to respond imaginatively to stimuli. Pupils develop opinion and constructive criticism of peer work and artist's work.</p> <p>SEEC used for Tier 3 Vocab in lessons.</p>					
<b>TIER 3 VOCAB</b>	Illustration, collage, proportion	Primary, secondary, tone	Architecture, Favela, Socio economic	Two-dimension, two-dimension relief, three dimension	Breath painting, stenciling, mark making.	Realism, scribble, doodle
<b>PSPSMC, BRITISH VALUES</b>	<p>Social/Moral/British – Students will consider the impact on the planet through an Oliver Jeffers story.</p> <p>Moral: Pupils will explore the issues surround immigration and diversity.</p> <p>British Values - Students will consider some of the regulations and laws that govern immigration. It will be a safe space to share any stories or experiences.</p>		<p>Social: Students will consider the impact poverty and the working poor on society and how this shapes our communities.</p> <p>Cultural: Exploring other countries specifically Mexico and Brazil and environmental issues specifically recycling.</p>		<p>Social: Pupils will be invited to consider why humans mark make, why they began to mark make and how this has transformed through the history of humanity.</p> <p>Personal: Career routes in the art industry.</p>	



# CHS SOUTH: CURRICULUM

Year Group	Year 8 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
KNOWLEDGE	<p>Nightmare Before Christmas: Critical and contextual understanding of the work developed by Tim Burton</p> <p>Diversity of careers within the arts.</p> <p>Exploration of the design process.</p> <p>Drawing skills, blending tone and using a range of drawing tools Tone matching and the challenges of working in 3D.</p>	<p>Nightmare Before Christmas: Exploration of a variety of 3D construction techniques.</p> <p>Exploration of a variety of processes that will inform the making of the amerture.</p>	<p>Chris Ofili, No Woman no Cry. Critical and contextual understanding of the work developed by Chris Ofili</p> <p>Diversity within the arts.</p> <p>Exploration of portraiture.</p> <p>Exploration of how issues such as the judicial system, race and knife crime can motivate artists to make work.</p>	<p>Chris Ofili, No Woman no Cry Drawing skills, quality of line, pattern, layering and collage can inform work.</p> <p>Understanding of stylization and quality of line.</p> <p>Exploration of composition when working in layers.</p> <p>Critical and contextual understanding of portraiture though our art history.</p> <p>Scheme of work completed before Stephen Lawrence day. (22<sup>nd</sup> April)</p>	<p>Street Art: Alice Mizrachi, Shamsia Hassani, Amara por Dios, My Dog Sighs:</p> <p>Critical and contextual understanding of the work developed by Street Artists.</p> <p>Understanding of the gender bias in street art and how this is slowly changing.</p> <p>Exploration of a variety of street art techniques, collage, stenciling, stylizing.</p>	<p>Street Art: Alice Mizrachi, Shamsia Hassani, Amara por Dios, My Dog Sighs:</p> <p>Development/refinement of techniques.</p> <p>Exploration of printing to generate ideas.</p> <p>How to plan a final independent piece of work.</p>
SKILLS	Drawing, painting, sculpting, construction, planning.	Drawing, painting, sculpting, construction, planning.	Debating, empathy, tolerance, understanding, listening, drawing and pattern making.	Simplification, photography, quality of lie, colour application.	Speed, space, control over paint, understanding of positive and negative space, layering, working blind.	Working independently, collaging, colour theory.



# CHS SOUTH: CURRICULUM

<b>ASSESSMENTS</b>	<b>Significant marking point 1:</b>  Research sheet on the artist with particular reference to Tim Burton's characters from Nightmare Before Christmas	<b>Significant marking point 2:</b>  Progress test  <b>Significant marking point 3:</b>  Marquette design and 3D head. Documenting and annotating.	<b>Significant marking point 1:</b>  Research sheet on the artist with particular reference to 'No Woman no Cry' and Stephen Lawrence.	<b>Significant marking point 2:</b>  Progress test  <b>Significant marking point 3:</b>  Final portrait	<b>Significant marking point 1:</b>  Copy of a chosen artist	<b>Significant marking point 2:</b>  Progress test  <b>Significant marking point 3:</b>  Development of a final personal response.
<b>HOME LEARNING</b>	Completion of Teams Knowledge and recall quiz based on the artist of term.					
<b>READING, WRITING, TALK</b>	Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly  Writing developed in every lesson through written annotation and analysis of artwork and artistic processes.  Opportunities for talk in every lesson using evaluative talk and questioning to respond imaginatively to stimuli. Pupils develop opinion and constructive criticism of peer work and artist's work.  SEEC used for all Tier 3 Vocab					
<b>TIER 3 VOCAB</b>	Genre, dark, illustration, distortion, gothic.	Stop frame animation, scene, narrative, storyboard.	Context, collage, layering, stylization.	Blaxploitation, resin, casting, monoprint	Graffiti, Street art, public art, legal, illegal	Simplification, colour blocking, graphics, illustration.
<b>PSPSMC, BRITISH VALUES</b>	Social – Students will consider the impact of the animation and film industry and how it helps to inform and educate.  Physical – Students will need to consider their own and others personal wellbeing during the making process, particularly if children are asthmatic.  Moral - Students will be made aware of the moral narrative in the work of Tim Burton particularly form the 'Outsiders' point of view.		Social: Students will consider the impact of the Stephen Lawrence case on British society. Pupils will be invited to draw on their own experiences in a safe talking space.  Moral: Pupils will explore the issues surround knife crime, has it changed considering Lawrence's death?  British Values - Students will consider some of the regulations and laws that govern police and how the death of Stephen Lawrence impacted on these. Pupils will consider their own view and experiences		Social: Students will consider the impact of Street Art  Moral: Graffiti: Art or crime?  British Values: Students will be encouraged to consider freedom of expression and what that means within our society.	



# CHS SOUTH: CURRICULUM

		with the police within the context of race.	
--	--	---	--

Year Group	Year 9 Art Foundation					
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 understanding of the work developed by HR Giger. Diversity of careers within the arts. Exploration of the design process.	Exploration of a variety of making methods to inform construction. Collage process both digital and paper based, pressings, tonal drawings, biro drawings, dry brushing, drawing from observation, paper engineering, papier-mâché		Critical and contextual understanding of the work developed by Wayne Theobald, Clae Oldenburg and Sarah Graham.	Exploration of formal elements of art within painting, drawing and three dimension.	Pupils to develop their 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	<b>Significant marking point 1:</b>  Design sheets with artist analysis	<b>Significant marking point 2 &amp; 3:</b>  Research sheet on the artist. Progress test	<b>Significant marking point 1:</b>  Marquette design and make. Documenting and annotating.	<b>Significant marking point 5&amp;6:</b>  Research sheet on the artist.  Progress test.	<b>Significant marking point 7:</b>  Research sheet on the artist.	<b>Significant marking point 8 &amp; 9:</b>  3D piece.  Progress test.
HOME LEARNING	Completion of Teams tasks, one per fortnight.					



# CHS SOUTH: CURRICULUM

<b>READING, WRITING, TALK</b>	<p>Reading Strategies of ‘predicting’, ‘ask questions’ and ‘form opinions’ used regularly          Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.          Opportunities for talk in every lesson using evaluative talk and questioning to respond imaginatively to stimuli. Pupils develop opinion and constructive criticism of peer work and artist’s work.</p> <p>SEEC used for Tier 3 Vocab</p>				
<b>TIER 3 VOCAB</b>	Fantasy, Science Fiction, digital drawing, free transform, sculptural, tessellation.	Construction, three-dimension, paper engineering.	Hyper realism, blending, isolation, cropping, tone.	Acrylic, primary, secondary and tertiary colours.	Mark making, structure, raku, kiln, glaze.
<b>PSPSMC, BRITISH VALUES</b>	<p>Social/Cultural – Students will explore Entrepreneurial Skills and Creative industries new worth.          Moral – Students will review their own work and refine work once their skills have developed appropriately. Students will also explore gender stereo types, within the Science Fiction genre.          British Values – Students will explore cultural diversity studying British and International artists</p>		<p>Social/ Cultural – students will Explore the use of diet, food advertising within the creative industries.          Moral – Students will review their own work and refine work once their skills have developed appropriately. Students will also consider the impact of food advertising within the creative industries and the ethics of advertising.          British Values - Students will explore cultural studying British and International artists</p>		



# CHS SOUTH: CURRICULUM

<b>Year Group</b>	<b>10 GCSE Art</b>					
<b>Rationale</b>	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.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	Exploration of the theme Messages in Art. The formal elements street art/photography/painting/collage. Discussion and analysis of the work ROA, Banksy, Stephen Sagmiester, My Dog Sighs and Yoshitomo Nara.		Interpretation and development pieces exploring the artists: work ROA, Banksy, Stephen Sagmiester, My Dog Sighs. Pupils will explore and experiment with a variety of materials and media including art/photography/painting/collage.		Exploration of the theme Portraiture within Art. The formal elements of portraiture will be explored through example, discussion and analysis of the work of Neilly, Luke Dixon, Opie, Hockney and Warhol.	
<b>SKILLS</b>	Annotate, record, collect, observe, show, mark making.  Develop, make connections, understand research, investigate, and apply.  Learn about contemporary artists and their methods.	. Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate  Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, observe, show, mark making.  Develop, make connections, understand research, investigate, and apply.  Learn about contemporary artists and their methods.	Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate  Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, observe, show, mark making.  Develop, make connections, understand research, investigate, and apply.  Learn about contemporary artists and their methods.	Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate  Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince
<b>ASSESSMENTS</b>	Portfolio feedback	Progress tests covering AO1.	Portfolio feedback	Progress tests covering AO4.	Portfolio feedback	Progress tests covering AO1.



# CHS SOUTH: CURRICULUM

		Portfolio feedback		Portfolio feedback		Portfolio feedback
<b>HOME LEARNING</b>	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.
<b>READING, WRITING, TALK</b>	<p>No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using Talk protocols.</p> <p>SEEC used for all Tier 3 Vocab</p>	<p>No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using Talk protocols.</p> <p>SEEC used for all Tier 3 Vocab</p>	<p>No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using Talk protocols.</p> <p>SEEC used for all Tier 3 Vocab</p>	<p>No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using Talk protocols.</p> <p>SEEC used for all Tier 3 Vocab</p>	<p>No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using Talk protocols.</p> <p>SEEC used for all Tier 3 Vocab</p>	<p>No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using Talk protocols.</p> <p>SEEC used for all Tier 3 Vocab</p>
<b>TIER 3 VOCAB</b>	Context, mark making, theme, representational, irony.		Process, quality of line, composition.		Formal portraiture/informal portraiture, rule of thirds, proportion, scale.	
<b>PSPSMC, BRITISH VALUES</b>	<p>Social/Cultural – Students will explore Creative industries and the impact art can truly have.</p> <p>Moral – Students will review their own work and refine work once their skills have developed appropriately. Students will also explore the theme of messages within artwork and their deeper meanings. ROA combines life, death, and life after death in his murals. Stephen Sagmiester uses a range of typography to explore personal and social issues. My Dog Sighs explores the use of reusable materials to create art for all with his initiative of free art Friday Yoshitomo Nara expresses children in a range of emotional complexities from resistance and rebellion to quietude and contemplation. Banksy explores political statements through art.</p> <p>British Values – Students will explore cultural diversity within art.</p>				<p>Social/Cultural – Students will explore Creative industries and the impact art can truly have.</p> <p>Moral – Students will review their own work and refine work once their skills have developed appropriately. Students will also explore the theme of portraiture within in the Art industry. They will investigate into why the artists choose to paint the person, as well as what is consent to draw/paint.</p> <p>British Values – Students will explore cultural</p>	



# CHS SOUTH: CURRICULUM



diversity within art.