



# 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 Year 8

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





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	<b>point 1:</b> Research sheet on the artist with particular reference to Tim Burton's characters from Nightmare Before Christmas	<b>point 2:</b> Progress test <b>Significant marking point 3:</b> Marquette design and 3D head. Documenting and annotating.	<b>point 1:</b> Research sheet on the artist with particular reference to 'No Woman no Cry' and Stephen Lawrence.	<b>point 2:</b> Progress test <b>Significant marking point 3:</b> Final portrait	<b>point 1:</b> Interpretation of a chosen artist	<b>2:</b> Progress test <b>Significant marking point 3:</b> Development of a final personal response.
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