



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
----------------	-----

Year Group	Year 7 Art					
Rationale/ Narrative	Students explore, experiment and develop the skills needed to successfully decode the increasingly visual world around them. It is our intention that Students 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>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/politics:</p> <p>Exploration of Jeffers more political work relating to immigration, population and acceptance.</p> <p>Basic drawing skills, colour mixing, colour theory.</p>	<p>Critical and contextual understanding of the work developed by Ana Serano</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</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 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 John Burgerman</p> <p>Diversity of careers within the arts.</p> <p>Exploration of the design process.</p> <p>Drawing skills, drawing processes. Culmination of cap making during ELE week.</p>



CHORLTON HIGH SCHOOL: CURRICULUM

SKILLS	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.	Stenciling, paint application.	Continuous line work, colour mixing, colour blending.
ASSESSMENTS	Significant piece: Oliver Jeffers interpretation, Progress test: Planning for final piece.	Significant piece: Oliver Jeffers inspired political artwork. Progress test: Planning for final piece.	Significant piece: Research sheet on the artist with particular reference to the Beauty Salon. Progress test: Serrano interpretation.	Significant piece: 3D Cactus Progress test: 2D cactus	Significant piece: Art timeline Progress test: Artist annotations.	Significant piece: Final item decorated in the style of John Burgerman. Progress test: Planning for final piece.