




Art and Photography

Key Stage 4 Framework for Learning

Year 11 2017-2018: I am Creative, Successful and Happy

Syllabus: Art Foundation skills. Based on AQA syllabus. Art and Design


Autumn 1

Knowledge	Art and Design: Review and refine Messages (Banksy, ROA, Jean Michel Basquiat, Nara, Book Art) Photography: Review and refine Abstract (Wolfgang Tillman, Beshty, Andreas Feininger) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction.
Skills	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve. 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.
Assessment	Entire Folder will be marked holistically against the Assessment Objectives. Pupils will be given their PLC's to remedy any outstanding work. A01- develop ideas through investigations, demonstrating critical understanding of sources. (<u>artist research</u>). A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (<u>use of media</u>). A03- Record ideas, observations and insights relevant to intentions as work progresses. (<u>drawings and annotations</u>). A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (<u>final piece</u>). WEEK 7 EXAM complete artist research sheets. AO1 A02 A03 and Book Art A04.
Cultural enrichment	Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students will study a wide range of contemporary artists with vibrant messages to convey.
Character	 QoFS - Empathy, Curiosity, Practice, Resiliency, Creativity CV - Openness, Self-Help, Caring for Others Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.


Autumn 2

Knowledge	Art and Design: Review and refine Portraits (David Hockney, Francoise Neilly, Julian Opie) Photography: Review and refine Identity (Slinkachu, Abigail Reynolds, Maurizio Anzeri) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction.
Skills	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve. 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.





Assessment	<p>Entire Folder will be marked holistically against the Assessment Objectives. Pupils will be given their PLC's to remedy any outstanding work.</p> <p>This grade will be students final coursework grade (60% of final outcome).</p> <p>A01- develop ideas through investigations, demonstrating critical understanding of sources. (<u>artist research</u>).</p> <p>A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (<u>use of media</u>).</p> <p>A03- Record ideas, observations and insights relevant to intentions as work progresses. (<u>drawings and annotations</u>).</p> <p>A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (<u>final piece</u>).</p>
Cultural enrichment	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work.</p> <p>Students will study a wide range of contemporary artists with vibrant messages to convey.</p> <p>Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>
Character	 <p>QoFS -Empathy, Curiosity, Practice, Resiliency, Creativity CV - Openness, Self-Help, Caring for Others</p> <p>Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>

Spring 1

Knowledge	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.
Skills	<p>Annotate, record, collect, organise, observe, show, mark making.</p> <p>Develop, make connections, understand, research, investigate, apply, problem solve.</p> <p>Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate.</p> <p>Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.</p>
Assessment	<p>EXAM PREP STARTS.</p> <p>A01- develop ideas through investigations, demonstrating critical understanding of sources. (<u>artist research</u>).</p> <p>A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (<u>use of media</u>).</p> <p>A03- Record ideas, observations and insights relevant to intentions as work progresses. (<u>drawings and annotations</u>).</p> <p>A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (<u>final piece</u>).</p>
Cultural enrichment	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work.</p> <p>Students will study a wide range of contemporary artists with vibrant messages to convey.</p> <p>Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>
Character	 <p>QoFS - Empathy, Curiosity, Practice, Resiliency, Optimism, Creativity CV - Openness, Self-Help, Caring for Others</p> <p>Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>



<h2>Spring 2</h2>	
Knowledge	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.
Skills	Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.
Assessment	<p>EXAM PREP & EXAM DATES. WEEK BEGINNING Students will sit 10 hrs practical exam in the Art department, divided over two days (1st day in week 1, 2nd day in week 2).</p> <p>A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (<u>final piece</u>).</p>
Cultural enrichment	<p>Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve. 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.</p>
Character	<div style="text-align: center;">  <p>THE CHS QUALITIES OF SUCCESS</p> </div> <p>QoFS - Empathy, Curiosity, Practice, Resiliency, Optimism, Creativity CV - Openness, Self-Help, Caring for Others</p> <p>Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>
<h2>Summer 1</h2>	
Knowledge	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.
Skills	<p>Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve. 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.</p>
Assessment	<p>A01- develop ideas through investigations, demonstrating critical understanding of sources. (<u>artist research</u>).</p> <p>A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (<u>use of media</u>).</p> <p>A03- Record ideas, observations and insights relevant to intentions as work progresses. (<u>drawings and annotations</u>).</p> <p>A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (<u>final piece</u>).</p>
Cultural enrichment	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students encouraged to attend Chorlton Art Festival- opportunities to display Book Art and other possibilities. Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>
Character	<div style="text-align: center;">  <p>THE CHS QUALITIES OF SUCCESS</p> </div> <p>QoFS - Empathy, Curiosity, Practice, Resiliency, Optimism, Creativity CV - Openness, Self-Help, Caring for Others</p>



CHORLTON HIGH SCHOOL: CURRICULUM

	<p>Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>
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