



## Key Stage 4 Framework for Learning Year 11 2018-2019: I am Creative, Successful, Happy



### Curriculum Area: Art

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Syllabus</b>	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk ( GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk ( GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk ( GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk ( GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk ( GCSE ART & PHOTOGRAPHY)
<b>Knowledge</b>	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	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	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.
<b>Skills</b>	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	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	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	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	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
<b>Assessment</b>	Entire Folder will be marked holistically against the Assessment Objectives. Pupils will be given their PLC's/therapies to remedy any outstanding work.  <b>A01-</b> develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> <b>A02-</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> <b>A03-</b> Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u>	Entire Folder will be marked holistically against the Assessment Objectives. Pupils will be given their PLC's/therapies to remedy any outstanding work.  This grade will be students final coursework grade (60% of final outcome) <b>A01-</b> develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> <b>A02-</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> <b>A03-</b> Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> <b>A04-</b> Present a personal and	EXAM PREP STARTS  <b>A01-</b> develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> <b>A02-</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> <b>A03-</b> Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> <b>A04-</b> Present a personal and	EXAM PREP & EXAM DATES WEEK BEGINNING Students will sit 10 hrs practical exam in the Art department, divided over two days ( 1 <sup>st</sup> day in week 1, 2 <sup>nd</sup> day in week 2)  <b>A04-</b> Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. <u>(final piece)</u>	Any students with outstanding work will need to complete everything by  <b>A01-</b> develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> <b>A02-</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> <b>A03-</b> Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> <b>A04-</b> Present a personal and meaningful response that realizes



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p><u>annotations</u>  <b>A04-</b> Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. <u>(final piece)</u></p> <p>WEEK 7 EXAM complete artist research sheets  <b>A01 A02 A03 and Book Art A04.</b></p>	<p>meaningful response that realizes intentions and demonstrates understanding of visual language. <u>(final piece)</u></p>	<p>intentions and demonstrates understanding of visual language. <u>(final piece)</u></p>		<p>intentions and demonstrates understanding of visual language. <u>(final piece)</u></p>
<b>Cultural Enrichment</b>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>
<b>Character</b>	<p>QoS - Empathy, Curiosity, Practice,</p>  <p>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.</p>	<p>QoS -Empathy, Curiosity,</p>  <p>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.</p>	<p>QoS - Empathy, Curiosity,</p>  <p>Practice, Resiliency, Optimism, 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.</p>	<p>QoS - Empathy, Curiosity, Practice,</p>  <p>Resiliency, Optimism, 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.</p>	<p>QoS - Empathy, Curiosity, Practice,</p>  <p>Resiliency, Optimism, 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.</p>



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### Curriculum Area: Photography

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<b>Knowledge</b>	Photography: Review and refine Abstract (Wolfgang Tillman, Beshty, Andreas Feininger) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Photography: Review and refine Identity (Slinkachu, Abigail Reynolds, Maurizio Anzeri) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.	Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction, artist analysis.
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	<p><b>WEEK 7 EXAM complete artist research sheets</b>  <b>AO1 AO2 AO3 and Book Art AO4.</b></p>	<p>Coursework deadline 9<sup>th</sup> December 2016</p>			
<b>Cultural Enrichment</b>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>	<p>Students will be selected to take part in specialist workshops afterschool to enhance their coursework and stretch their expectations. 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.</p>
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