

Art – Y8 – Culture Explores

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1 SEPT-OCT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	<p>Understand how cultures use pattern differently, and how these patterns can link to traditions and customs.</p> <p>Understand how pattern work is selected when painting.</p>					
Painting: Cultural use of pattern.	<p>LESSON TOPIC QUESTION(S)</p> <p>How do I use painting to explore cultural use of pattern?</p> <p>Research -Students to gain knowledge of context and gather ideas in relation to patterns within a culture.</p> <p>Possible tasks: -Artist write up -Reading task -Mood board -Photography -Drawing -Reading task</p> <p>Plan -Student to generate ideas whilst considering painting materials, techniques, designs, subject matter and processes.</p> <p>Possible tasks: -Spider diagram -Drawings -Photography -Collage -Class discussion</p> <p>Contextual Links -Students to be able to describe, evaluate and analyse the work of artists in relation to pattern work within a culture. -Compare and contrast artists</p> <p>Possible tasks: -Artist write up -Artist comparison -Museum/gallery visit -Artist interview -Reading task</p> <p>Apply Technique -Students to be able to mark make, create texture and tone when using cultural patterns using paint media.</p> <p>Possible tasks: -Poster paint -Watercolour -Ink</p> <p>Refine -Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on painting skills.</p> <p>Possible tasks: -Poster paint -Watercolour -Ink</p> <p>Evaluate -Students to be able to respond to feedback on painting. -Students to be able to evaluate their own work and that others.</p> <p>Possible tasks: -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial</p>					
Knowledge & Skills development	<p>M (Making)</p> <ul style="list-style-type: none"> • M: Painting using a range of materials (watercolour, ink, poster paint) • M: Ability to use various marks to create tone and texture 			<p>I (Ideas)</p> <ul style="list-style-type: none"> • I: Ability to generate ideas for a piece of artwork based on cultural traditions. • I: Creativity to design an outcome whilst being inspired by others 		
	<p>K (Knowledge)</p> <ul style="list-style-type: none"> • K: Knowledge the context of their artwork • K: Knowledge of the design process, and painting in particular 			<p>E (Evaluation)</p> <ul style="list-style-type: none"> • E: Ability to evaluate practical skills • M/E: Ability to refine practical skills after evaluation 		
Assessment / Feedback Opportunities	<p>Formative Assessment:</p> <p>Teacher: Cold calling. Exit tickets. One-on-One tutorials. Work-in-progress reviews. Observation and discussion.</p> <p>Peer: Sketchbook circles. Mark scheme peer analysis.</p> <p>Self: Process journals/logs/evaluations.</p>			<p>Summative Assessment:</p> <p>Teachers assess student work using the MIKE skills. This means skills/knowledge/assessment have a natural progression from KS2-3-4-5-beyond. Teachers give feedback in a WWW/EBI format for every key piece of work in each project. This provides balanced feedback for practical work. Key work is selected to cover the full range of practical skills over the year.</p>		

*Units to work on a rotation when appropriate due to equipment.

Personal Development (including British Values, RSE, Citizenship)	<p>Following or creating patterns when drawing trains the brain to notice details and maintain attention over time. It strengthens patience and persistence, useful for tasks that require sustained focus.</p> <p>The drawing/painting process teaches patience and the value of gradual progress—important life skill.</p>
Literacy/Reading Opportunities	<ul style="list-style-type: none"> • Reading and translating hieroglyphics when studying Egyptian Art • Reading about the work of artists inspired by Egypt (biographies, gallery reviews, interviews) • Reading about ancient Egyptian saprophagous, scarab and monuments. • Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates.
Key Vocabulary	Pattern Repeat Shape Design Paint Painter Painted Painting Artists Designer Craftsperson Culture Country Cultural Tradition Custom Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Composition Layout Sketch Background Foreground Detail Blending Dabbing Gradient Wet Blend Dry Blend Egyptian Egypt Saprophagous Scarab Monuments Sphynx
Cross-Curricular Themes	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. English –writing to evaluate and analyse Geography – understanding various cultures and the geographical context of artwork. History – learning about ancient Egypt
Career Opportunities	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant.

*Units to work on a rotation when appropriate due to equipment.