

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

<b>Personal Development (including British Values, RSE, Citizenship)</b>	<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>
<b>Literacy/Reading Opportunities</b>	<ul style="list-style-type: none"> <li>• Reading and translating hieroglyphics when studying Egyptian Art</li> <li>• Reading about the work of artists inspired by Egypt (biographies, gallery reviews, interviews)</li> <li>• Reading about ancient Egyptian saphrophagous, scarab and monuments.</li> <li>• Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates.</li> </ul>
<b>Key Vocabulary</b>	<p>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 Saphrophagous Scarab Monuments Sphynx</p>
<b>Cross-Curricular Themes</b>	<p>Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing.</p> <p>English –writing to evaluate and analyse</p> <p>Geography – understanding various cultures and the geographical context of artwork.</p> <p>History – learning about ancient Egypt</p>
<b>Career Opportunities</b>	<p>Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant.</p>

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