



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 1 SEPT-OCT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	Explore artwork and artists with different identities and methods of portraying these concepts. Understand how artists incorporate meaning in to their artwork. Understand how to add meaning to their own visual artwork.					
LESSON TOPIC QUESTION(S) Refinement of painting and mixed media - adding meaning How can a painting style effect the meaning of a piece of work?	Research -Students to gain knowledge of context and meaning in artwork by gathering ideas in relation to paintings . Possible tasks: -Artist write up -Reading task -Mood board -Photography -Drawing -Reading task	Plan -Student to generate ideas around meaning whilst considering painting materials, techniques, designs, subject matter and processes. Possible tasks: -Spider diagram -Drawings -Photography -Collage -Class discussion	Contextual Links -Students to be able to describe, evaluate and analyse the work of artists in relation to the meaning within and context of their artwork. Possible tasks: -Artist write up -Artist comparison -Museum/gallery visit -Artist interview -Reading task	Apply Technique -Students to be able to mark make , create texture and tone when using paint media, to create artwork with meaning . Possible tasks: -Poster paint -Watercolour -Ink	Refine -Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on painting skills, to create artwork with meaning . Possible tasks: -Poster paint -Watercolour -Ink	Evaluate -Students to be able to respond to feedback on their painting. -Students to be able to evaluate their own work and that of others, including the context and meaning within the work. Possible tasks: -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial
Knowledge & Skills Development	M (Making) <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 M: Ability to mix colours (tints, tones, shades) M: Ability to incorporate concepts into visual work K (Knowledge) <ul style="list-style-type: none"> K: Knowledge of the context of their artwork K: Knowledge of the design process, and painting in particular 			I (Ideas) <ul style="list-style-type: none"> I: Ability to generate ideas for a piece of artwork I: Creativity to design an outcome whilst being inspired by others. I: Ability to create artwork with meaning E (Evaluation) <ul style="list-style-type: none"> E: Ability to evaluate practical skills M/E: Ability to refine practical skills after evaluation 		
Assessment / Feedback Opportunities	Formative Assessment: <u>Teacher</u> : Cold calling. Exit tickets. One-on-One tutorials. Work-in-progress reviews. Observation and discussion. <u>Peer</u> : Sketchbook circles. Mark scheme peer analysis. <u>Self</u> : Process journals/logs/evaluations.			Summative Assessment: 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		

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

		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.
Personal Development (including British Values, RSE, Citizenship)	Awareness of society and how art can support a cause as students create artwork for a purpose. E.g. endangered animals. Self expression and independence are taught as students are encouraged to make their own design decisions and articulate why these decisions have been made.	
Reading Opportunities	<ul style="list-style-type: none"> • Reading about endangered animals • Reading about the work of artists who celebrate animals (biographies, gallery reviews, interviews) • Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates. • Writing about students own work, peers, artists and designers through critiques, evaluations, comparisons and logs. 	
Key Vocabulary	Successful Design Unsuccessful Painter Outcome Painted Painting Artists Improve Designer Enhance Craftsperson Presentation Movement Society Re-structure Community Comparatively Identity Judgement Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Composition Layout Sketch Background Foreground Detail Blending Dabbing Gradient Wet Blend Dry Blend	
Cross-Curricular Themes	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. English –writing to evaluate and analyse as well as interpret meaning through e.g. symbolism. Geography – understanding various cultures and the geographical context of artwork. History – learning about artists and artwork from different time periods and their historical context.	
Career Opportunities	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant.	

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