



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 1.0	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5-6
<b>LESSON TOPIC QUESTION(S)</b> <b>Generating Ideas and Skill Building</b> <b>Theme: Natural World</b>	<b>Title page</b> How do you start an art project?	<b>Spider diagram</b> What keywords link to our theme?	<b>Mood Board</b> What images link to our theme?	<b>Statement of Intent</b> How will we structure the project?	<b>Own Photographs – Black and White</b> What do we need to photograph for our project?
	<b>Lesson 7</b>	<b>Lesson 8-9</b>	<b>Lesson 10-11</b>	<b>Lesson 12-13</b>	<b>Lesson 14</b>
	<b>Karl Blossfeldt Analysis</b> Who was Blossfeldt and what can I learn from him?	<b>Charcoal</b> How do I capture different tones and textures using charcoal?	<b>Pen</b> How do I capture different tones and textures using pen?	<b>Black Ink</b> How do I capture different tones and textures using black ink?	<b>Anna Farba Analysis</b> Who is Farba and what can I learn from her?
	<b>Lesson 15-16</b>	<b>Lesson 17-18</b>	<b>Lesson 19</b>	<b>Lesson 20</b>	
	<b>Pencil</b> How do I capture different tones and textures using pencil?	<b>Own Photographs – Colour</b> What do we need to photograph for our project?	<b>Digital edits – Kaleido Lens</b> How do we edit a photograph to suit our theme?	<b>Damien Hirst analysis</b> Who is Hirst and what can we learn from him?	
<b>Knowledge &amp; Skills Development</b>	<b>AO1 – Contextual Understanding</b> <ul style="list-style-type: none"> <li>Investigated the work of other artists, craftspeople and designers as well as other sources and used your research to develop a range of ideas.</li> <li>Documented own judgements and opinions about the work of others.</li> <li>Developed own ideas through sustained, focused and coherent investigations, demonstrating a clear understanding of your sources and their relevance to own ideas.</li> </ul>			<b>AO2 – Creative Making</b> <ul style="list-style-type: none"> <li>Explored and refined your ideas throughout each stage of development.</li> <li>Been able to select and experiment with a variety of materials and processes in order to progress your work.</li> <li>Skilfully and safely handled materials and processes to produce quality outcomes.</li> <li>Reviewed work to improve quality as it progresses.</li> </ul>	
	<b>AO3 – Reflective Recording</b> <ul style="list-style-type: none"> <li>Used suitable and varied methods to record ideas, observations and experiences, preferably from first hand, rather than secondary, sources.</li> <li>Demonstrated that research and enquiry has been relevant to personal intentions.</li> <li>Organised and clearly conveyed own ideas as they have developed from research, reflecting on the work as it has progressed.</li> </ul>			<b>AO4 – Personal Presentation</b> <ul style="list-style-type: none"> <li>Presented personal and imaginative ideas and outcomes.</li> <li>Demonstrated the processes through which they have realised their own intentions.</li> <li>Made clear connections between the various parts of your work, including that of other artists, so that it is meaningful and in a sequence that can be easily followed</li> <li>Thought carefully about the final selection and method of presentation of the work.</li> </ul>	
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment:</b> <u>Teacher:</u> Cold Calling. Exit Tickets. One-on-One Tutorials. Work-in-Progress (WIP) Reviews. Digital Portfolios with Comments. Checklists for Project Milestones. <u>Peer:</u> Sketchbook Circles. Mark Scheme Peer Analysis.			<b>Summative Assessment:</b> Students are to be provided with feedback per AO1-4 every half term, in the form of a checklist, which includes 'Do To', and 'Aim High; tasks.	

	<b>Self:</b> Process Journals/Logs. Checklists for Project Milestones. Mind Mapping for Idea Development.	
<b>Key Vocabulary</b>	Designer Artist Designer Craftsperson Movement Society Community Identity Highlight Mid-tone Shadow Mark Line Colour Scheme Aesthetics Concept Idea Theme Identity Annotate Evaluate Analyse Describe Composition Layout Sketch Background Foreground Detail Blending Intricate Realistic Photography Photograph Photoshop Digital Edit Digital Manipulation Mono Print Ink Roller Aquatint Drawing Observation Continuous Line Primary Source Secondary Source Successful Unsuccessful Outcome Improve Develop Enhance Presentation	
<b>Literacy/Reading Opportunities</b>	<ul style="list-style-type: none"> <li>• Reading about Karl Blossfeldt and Ana Fabar (biographies, gallery reviews, interviews)</li> <li>• Reading about materials/techniques/processes and how to use them.,</li> </ul>	
<b>Cross-Curricular Themes</b>	Maths – proportion/quantities/ratio/scales/proportion/size/shape/geometry English –writing to evaluate and analyse History – considered when putting work into context IT – use of computer software to edit/manipulate images	
<b>Personal Development (including British Values, RSE, Citizenship)</b>	Understanding the work of Karl Blossfeldt and Ana Fabar and how they have created work in an open society.  Promotion of emotional expression and self-awareness as students decide on colours, shapes, and styles when drawing in the style of Matt Moore, that can reflect their mood and subconscious state.	
<b>Career Opportunities</b>	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant. Illustrator. Architect. Photographer. Print maker. Fashion designer. Product designer. Interior designer. Marketing. Advertising. Creative director. Game designer. Web designer. Animator. Content creator. Art historian. Art therapist. Buyer.	