



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 1.0	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
LESSON TOPIC QUESTION(S) Explore and Experiment Test the possibilities of all the materials, whilst exploring line/form/tone/shape/ texture/space.	Pen How do I capture different tones and textures using pen?	Black ink How do I capture different tones and textures using ink?	Charcoal How do I capture different tones and textures using charcoal?	Graphite How do I capture different tones and textures using graphite?	Rubbings/block prints How do I capture different textures using rubbings/print processes?
	Lesson 6-7	Lesson 8-9	Lesson 10-11	Lesson 12	Lesson 13
	Mono Prints How do I capture different textures/lines/shapes using print processes?	Lino Prints How do I capture different textures/lines/shapes using print processes?	Acrylic Paint How do I capture different colours/tones/textures using acrylic paint? Link to art movements	Watercolour How do I capture different colours/tones/textures using watercolour?	Ink/wax resist How do I capture different colours/tones/textures using wax resist?
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
	Batik How do I capture different colours/tones/textures using wax resist?	Heat transfer How do I capture different colours/tones/textures using heat transfer?	Pencil How do I capture different tones and textures using pen?	Black and white Photography Who is Hirst and what can we learn from him?	Wax Trappings How do I capture an image in wax?
	Lesson 19	Lesson 20	Students will annotate every technique (AO3) At the end of this unit, students are asked to select their chosen specialism.		
	Layering photography How do I layer photographs using ripping, cutting, weaving, collage processes	Paint/drawing/stitching into photographs How can I develop photographs further?			
Knowledge & Skills Development	AO1 – Contextual Understanding <ul style="list-style-type: none"> Investigated the work of other artists, craftspeople and designers as well as other sources and used your research to develop a range of ideas. Documented own judgements and opinions about the work of others. Developed own ideas through sustained, focused and coherent investigations, demonstrating a clear understanding of your sources and their relevance to own ideas. 			AO2 – Creative Making <ul style="list-style-type: none"> Explored and refined your ideas throughout each stage of development. Been able to select and experiment with a variety of materials and processes in order to progress your work. Skilfully and safely handled materials and processes to produce quality outcomes. Reviewed work to improve quality as it progresses. 	
	AO3 – Reflective Recording <ul style="list-style-type: none"> Used suitable and varied methods to record ideas, observations and experiences, preferably from first hand, rather than secondary, sources. Demonstrated that research and enquiry has been relevant to personal intentions. 			AO4 –Personal Presentation <ul style="list-style-type: none"> Presented personal and imaginative ideas and outcomes. Demonstrated the processes through which they have realised their own intentions. 	

	<ul style="list-style-type: none"> Organised and clearly conveyed own ideas as they have developed from research, reflecting on the work as it has progressed. 	<ul style="list-style-type: none"> 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 Thought carefully about the final selection and method of presentation of the work.
Assessment / Feedback Opportunities	<p>Formative Assessment:</p> <p>Teacher: Cold Calling. Exit Tickets. One-on-One Tutorials. Work-in-Progress (WIP) Reviews. Digital Portfolios with Comments. Checklists for Project Milestones.</p> <p>Peer: Sketchbook Circles. Mark Scheme Peer Analysis.</p> <p>Self: Process Journals/Logs. Checklists for Project Milestones. Mind Mapping for Idea Development.</p>	<p>Summative Assessment:</p> <p>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.</p>
Key Vocabulary	Designer Artist 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	
Literacy/Reading Opportunities	<ul style="list-style-type: none"> Reading about the era/art movements studied. Reading about the work of photographers. (biographies, gallery reviews, interviews) Reading about materials/techniques/processes and how to use them. Reading camera instructions, 	
Cross-Curricular Themes	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	
Personal Development (including British Values, RSE, Citizenship)	Promotion of emotional expression and self-awareness as students decide on their own theme. This leads to decision on colours, shapes, and styles when drawing and painting.	
Career Opportunities	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.	